

PROCEEDINGS

Thirty-Ninth Anniversary Conference

National Association of Student Personnel Administrators

**Washington Duke Hotel
Durham, North Carolina**

**North Carolina State College
Raleigh, North Carolina**

**April 7, 8, 9, 10
1957**

P R O C E E D I N G S

Thirty-Ninth Anniversary Conference

NATIONAL ASSOCIATION OF STUDENT NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

President Dean Frank C. Baldwin, Cornell University
Vice President Dean Clarence E. Deakins, Illinois Institute
of Technology
Vice President Assistant Dean J. Leslie Rollins, Harvard
Graduate School of Business Admin.
Secretary-Treasurer . Dean Fred H. Turner, University of Illinois

Executive Committee: The Officers and

Dean James G. Allen Texas Technological College
Dean W. W. Blaesser University of Utah
Dean George K. Brown St. Lawrence University
Dean Robert G. Gordon University of Southern California
Dean Noble B. Hendrix University of Miami
Dean John E. Hocutt University of Delaware
Director Joseph A. Rock, S. J. Georgetown University

Dean Arno Nowotny, Placement Officer University of Texas

Held at

Washington Duke Hotel
Durham, North Carolina

North Carolina State College
Raleigh, North Carolina

April 7, 8, 9, 10, 1957

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STATEMENT OF PRINCIPLES

Adopted by the National Association of
Student Personnel Administrators,
34th Anniversary Conference,
Colorado Springs, Colorado.

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between student and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership about the discharge of institutional responsibility according to established principles which are clearly stated, and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

THE THIRTY-NINTH ANNIVERSARY CONFERENCE

The Executive Committee has adopted as the theme for the 1957 Conference "Basic Integrity as an Educational Goal." The following statement was also adopted to accompany the theme:

"Those assigned the responsibility for directing and effecting the student personnel program on a college campus are dedicated to assuring students of the maximum opportunity of attaining a training and education which has a sound moral base. In a period of increasing tensions the need for ever increasing allegiance to this fundamental part of the college experience is evident. It is in recognition of this strongly felt need for the reaffirmation of integrity in the educational experience that the program of the 1957 meeting of N.A.S.P.A. has been framed."

SUNDAY, April 7, 1957

10:00 A.M. Registration and Information Desk, Main Lobby.

REGISTRATION COMMITTEE

Dean Carl W. Knox, Chairman, Miami University
 Dean Merk Almli, St. Olaf College
 Assistant Dean Howard J. Crosby, Rutgers University
 Assistant Dean R. L. Hansford, University of Akron
 Dean Robert B. Nemeschy, Wagner College
 Assistant Dean L. O. Nichols, Northwestern State College
 Dean James T. Penney, University of South Carolina
 Dean Donald F. Rankin, Ferris Institute
 Dean Robert S. Yoke, General Motors Institute
 Director B. A. Zinn, Agricultural and Mechanical College of Texas

COMMITTEE ON RECEPTION AND HOSPITALITY

Dean Thomas L. Broadbent, Chairman, University of California
 (Riverside)
 Dean J. N. Baker, Oklahoma Agricultural and Mechanical College
 Dean Robert W. Bishop, University of Cincinnati
 Dean I. Clark Davis, Southern Illinois University
 Dean Arden O. French, Louisiana State University
 Dean Charles R. Gadaire, American International College
 Dean F. F. Lynette, S. J., Spring Hill College
 Dean James P. Orwig, Berea College
 Dean Philip Price, Clarkson College of Technology
 Dean John W. Stair, State Teachers College (Troy, Alabama)
 Dean John E. Stewart, University of Maine

1:30 P.M. Meeting of the Executive Committee - Room 1401

SUNDAY, April 7, 1957 (Con'd.)

1:30 P.M. Meeting of Committees and Commissions as called by Chairmen. Room assignments for meetings can be secured at the Registration and Information Desk.

3:00 P.M. Orientation Meeting for New Deans, New Members, and Visitors - Crystal Ballroom

Quizzers:

Dean R. L. Boggs, S. J.
Loyola University (New Orleans)
Dean Clifford J. Craven
University of Oklahoma
Dean Lee B. Copple
Hanover College
Dean Carl M. Grip
Temple University
Dean John T. Rule
Massachusetts Institute of
Technology
Dean Harold S. Carlson
Upsala College
Counselor R. L. Brittain
University of Georgia

Answer Men:

Dean T. W. Biddle
University of Pittsburgh
Dean Ben E. David
University of Miami
Dean Frank A. Grammer
Newark College of Engineering
Director G. A. Hagerman
University of Akron
Dean James C. McLeod
Northwestern University
Dean John F. Quinn
University of Rhode Island
Dean H. E. Stone
University of California

6:00 P.M. First and Opening Session of the 39th Anniversary Conference - Washington Duke Ballroom
Dinner meeting to which wives of Deans are invited.

Presiding: Dean Frank C. Baldwin, Cornell University
President of the Association

Invocation: Dean Arden O. French, Louisiana State University

Speaker: Doctor Herbert J. Herring, Vice President of
Student Life, Duke University

9:00 P.M. Reception: Crystal Ballroom
At the conclusion of the dinner meeting there will be a reception for all Deans, Visitors, and their wives. Refreshments.

MONDAY, April 8, 1957

8:00 A.M. Registration Continued - Main Lobby.

9:00 A.M. Second General Session - Crystal Ballroom.

Presiding: Dean Clarence E. Deakins, Illinois Institute of
Technology

MONDAY, April 8, 1957 (Con'd.)

The President's Address: Dean Frank C. Baldwin, Cornell University
Followed by discussion of the Keynote and President's addresses.

10:30 A.M. Introduction of Special Guests.

Presiding: Dean John E. Hocutt, University of Delaware
(Special guests will be introduced and will speak
briefly on their own organization and their rela-
tions with N.A.S.P.A.)

Daniel R. Idzik, Executive Vice President, United
States National Student Association.

Francis S. Van Derbur, Chairman, National Inter-
fraternity Conference.

Leo R. Dowling, President, National Association of
Foreign Student Advisers.

Doctor John M. Stalnaker, President, National Merit
Scholarship Corporation.

Doctor Edgar J. Fisher, Consultant, American
Friends of the Middle East.

Dennis L. Trueblood, Assistant Director, National
Conference on Christians and Jews.

Harry Gerlach, Representing Association of College
Admissions Counselors.

Roy Armstrong, Representing American Association
of Collegiate Registrars and Admissions Officers.

Doctor J. Harold Goldthorpe, United States Office
of Education.

Doctor Paul MacMinn, United States Office of
Education.

Arthur A. Hitchcock, Executive Secretary, American
Personnel and Guidance Association.

Joseph E. Barber, Head, School-College Relations
Section, Bureau of Naval Personnel, Department of
the Navy.

12:15 P.M. Luncheon - Wedgewood Room.

No Special Program. Committees desiring to have luncheon sessions

MONDAY, April 8, 1957 (Con'd.)

can arrange them, or informal groups make arrangements for table discussions of specific topics of their choice.

(Rotary Club of Durham meets in Washington Duke this date.)

Chairman for Luncheon Arrangements: Dean Rudolph D. Anfinson, Eastern Illinois State College.

1:30 P.M. Third General Session - Crystal Ballroom.

Presiding: Assistant Dean J. Leslie Rollins, Harvard Graduate School of Business Administration.
"A Discussion of Integrity in Student Life."

In Charge: Chairman, W. D. Perry, Division of Student Affairs, University of North Carolina

Moderator: William H. Poteat, Associate Professor, Department of Philosophy, and Member, Administrative Board of Student Affairs, University of North Carolina

Participants: Edgar Fisher, Jr., President, Student Body, Duke University.

James M. Nolan, President, Student Body, State College of the University of North Carolina, Raleigh.

Sam Magill, Director Student Activities, University of North Carolina.

Robert T. Young, President, Student Body, University of North Carolina, Chapel Hill

3:30 P.M. Group Discussions of Current Topics as Related to the Conference Theme, and as developed by the Speakers.

General Chairman of Group Conferences:

Dean Richard E. Hulet, Illinois State Normal University
The groups for this session are by size of institutions. The divisions are:

Group I - Institutions with up to 1,500 students

Group II - Institutions with 1,501 to 5,000 students

Group III - Institutions with 5,001 to 10,000 students

Group IV - Institutions with 10,001 and more students

Select the appropriate group or the group of your choice.

MONDAY, April 8, 1957 (Con'd.)

GROUP I - Institutions up to 1,500 Students.

Room - Crystal Ballroom

Chairman: Dean Joseph C. Clarke, Trinity College

Recorder: Dean Richard C. Burts, Mercer University

Panel Members: Dean J. E. McCracken, Millsaps College
 Dean W. B. Sprandel, Albion College
 Director John R. Weir, California Institute of Technology
 Dean Richard H. Winters, Franklin and Marshall College
 Director William A. Yardley, Eastern Illinois State College

GROUP II - Institutions with 1,501 to 5,000 Students

Room - Wedgewood Room.

Chairman: Associate Dean Arthur H. Kiendl, Dartmouth College

Recorder: Director Elden T. Smith, Bowling Green State University

Panel Members: Associate Dean Edgar G. Curtin, Rutgers University
 Associate Dean Robb G. Gardiner, University of New Hampshire
 Dean E. H. Rece, Emory University
 Dean Leslie H. Tucker, Bradley University
 Dean Ralph W. Wright, Kansas State Teachers College (Pittsburg)

GROUP III - Institutions with 5,001 to 10,000 Students

Room - Washington Duke #1.

Chairman: Provost Monroe S. Carroll, Baylor University

Recorder: Counselor Paul L. Griffeth, University of Iowa

Panel Members: Assistant Dean Thomas A. Emmet, University of Detroit
 Dean M. L. Huit, University of Iowa
 Dean Gilbert G. MacDonald, Northeastern University
 Associate Dean John J. Pershing, Georgia Institute of Technology
 Dean J. Towner Smith, Western Michigan College

MONDAY, April 8, 1957 (Con'd.)

GROUP IV - Institutions with 10,001 or more Students

Room - Washington Duke #2

Chairman: Director Victor R. Yanitelli, S. J., Fordham University

Recorder: Counselor Parker Enwright, University of Miami

Panel Members: Assistant Dean Richard Cunningham, University of Pittsburgh
Dean Geary Eppley, University of Maryland
Associate Dean Jodie C. Smith, University of Oklahoma
Dean E. E. Stafford, University of Illinois
Dean Harold E. Stewart, Wayne State University

6:00 P.M. Dinner - Wedgewood Room.

(No Program) Special groups or committees may arrange to meet together for dinner. Dean Rudolph D. Anfinson, Chairman for Special Arrangements.

7:30 P.M. Group Sections by Special Topics

Five Sections have been planned for the purpose of centering the Conference theme "Basic Integrity as an Educational Goal" on the work of certain Association Committees and Commissions. It is hoped that these discussions may provide the committees and commissions with an appraisal of their work to date and new areas for consideration.

Select the Section of your choice.

The Conference will re-assemble at 9:15 P.M. for brief reports from each section.

SECTION I. As Applied to Student Discipline, Principles and Procedures.

Room - Crystal Ballroom.

Chairman: Dean Ralph E. Dunford, University of Tennessee

Recorder: Dean Joseph W. Crenshaw, Pratt Institute

Panel: Dean L. E. Chandler, Southeastern Louisiana College
Dean J. W. Rollins, East Texas State Teachers College
Assistant Dean John W. Truitt, Michigan State University

MONDAY, April 8, 1957 (Con'd.)

Panel (Con'd.) And the members of the Committee, William S. Guthrie, Chairman.

SECTION II. As Applied to Fraternities

Room - Wedgewood Room.

Chairman: Dean Louis D. Corson, University of Alabama

Recorder: Dean W. Ramsay Jones, Gettysburg College

Panel: Assistant Dean Tom N. Harris, Oklahoma A. & M. College
Dean John C. Hayward, Bucknell University
Dean Jack Matthews, University of Missouri
And the members of the Cooperating Committee with the National Interfraternity Conference, Dean Glen T. Nygreen, Chairman.

SECTION III. As Applied to Student Government.

Room - Washington Duke #1.

Chairman: Vice President T. J. Wengler, C. M., De Paul University

Recorder: Dean W. O. Batts, Jr., Vanderbilt University

Panel: Assistant Dean A. T. Brugger, University of California at Los Angeles
Dean Anos B. Horlacher, Dickinson College
Dean J. R. Switzer, Mississippi Southern College
And the members of the Cooperating Committee with the U.S.N.S.A., Dean T. W. Zillman, Chairman

SECTION IV. As Applied to the Training of Residence Hall Administrators.

Room - Washington Duke #2

Chairman: Dean Maurel Hunkins, Ohio University

Recorder: Dean Daniel J. Sorrells, Central Michigan College

Panel: Counselor Robert O. Murray, Jr., A. & M. College of Texas
Dean Samuel R. Neel, Jr., Florida State University
Dean Morey J. Wantman, University of Rochester
And the members of the Committee on the Training of Residence Hall Administrators, Dean R. R. Oglesby, Chairman.

MONDAY, April 8, 1957 (Con'd.)

SECTION V. As Applied to the Development and Training of Student Personnel Administrators.

Room - Durham Room

Chairman: Director Louis A. Toepfer, Harvard Law School
 Recorder: Dean J. P. Colbert, University of Nebraska
 Panel: Dean W. Dean Holdeman, Oberlin College
 Dean William Toombs, Drexel Institute of Technology.
 Dean Victor T. Trusler, Kansas State Teachers College
 And the members of Commission III, Dean Robert H. Shaffer, Chairman.

9:15 P.M. Fourth General Session - Crystal Ballroom.

Conference will re-assemble for brief reports from Sections.

Presiding: Dean James G. Allen, Texas Technological College

TUESDAY, April 9, 1957

8:00 A.M. Registration Continued - Main Lobby.

9:00 A.M. Fifth General Session - Crystal Ballroom.

Presiding: Counselor Robert G. Gordon, University of Southern California

Address: Dean James C. McLeod, Dean of Students, Northwestern University

Discussion of Dean McLeod's Address.

11:00 A.M. Business Session.

Presiding: Dean Frank C. Baldwin, Cornell University

Special Order of Business: Report of the Committee on Nominations and Place
 Reports of Committees and Commissions

12:00 M. Luncheon - Washington Duke Ballroom.

No Program
 (Sertoma Club of Durham meets at Washington Duke.)

TUESDAY, April 9, 1957 (Con'd.)

1:30 P.M. Sixth General Session - Crystal Ballroom.

Presiding: Dean Willard W. Blaesser, University of Utah

Reports of Committees and Commissions

Special Report on the 1956 Cowley Recommendations - Dean H. Donald Winbigler, Stanford University.

4:00 P.M. Assemble for bus trip to Raleigh.

6:30 P.M. Annual Banquet - College Union, North Carolina State College, Raleigh (Informal dress)

Dean Frank C. Baldwin, Presiding.

Invocation: Dean P. H. Ratterman, S.J., Xavier University

Banquet Chairman: Dean Arno Nowotny, University of Texas

Introduction of Guests.

Address: Dean Scott H. Goodnight, Emeritus, University of Wisconsin. Host Dean at first meeting of the Association in 1919, Chairman, 1919 Conference, President, 10th, 1928.

Presentations: Dean R. C. Beaty, University of Florida.

WEDNESDAY, April 10, 1957

9:00 A.M. Seventh and Final General Session - Crystal Ballroom.

Presiding: Dean Robert H. Shaffer, Indiana University

A Report on the Princeton Conference - International Student Mental Health.

"Why Hold The Conference" - Dr. Dana L. Farnsworth, Director, University Health Services, Harvard University

"A Student Views the First Conference" - Miss Jere Ann Reppert, Goucher College

"Issues in Mental Health Promotion" - Dr. Daniel H. Funkenstein, Clinical Associate in Psychiatry, Harvard University

WEDNESDAY, April 10, 1957 (Con'd.)

Discussion by Conference.

Summary Statement - The Role of American Colleges in Promoting Integrity.

11:15 A.M. Business Session.

Presiding: Dean Frank C. Baldwin

12:00 M. Adjournment.

(Lions Club of Durham meets at Washington Duke.)

CONFERENCE OFFICERS AND COMMITTEES

Conference Program Chairman - Dean John F. McKenzie, Boston University

Chairman of Registration Committee - Dean Carl W. Knox, Miami University

Registration Secretaries

Mrs. Jane H. Wilson, North Carolina State College

Miss Hazel Yates, University of Illinois

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

General Chairman for Group Conferences - Dean Richard E. Hulet, Illinois State Normal University

Chairman for Special Luncheon Arrangements - Dean Rudolph D. Anfinson, Eastern Illinois State College

Committee on Conference Arrangements

Dean E. L. Cloyd, Chairman, North Carolina State College

Dean J. J. Stewart, Jr., North Carolina State College

Dean Robert B. Cox, Duke University

Director Gerald Erdahl, North Carolina State College

Assistant Dean S. H. Magill, University of North Carolina

Assistant Dean Banks C. Talley, Jr., North Carolina State College

Director N. B. Watts, North Carolina State College

Committee on Ladies' Program

Mrs. E. L. Cloyd, Chairman

Mrs. C. H. Bostian

Mrs. Gerald Erdahl

Mrs. J. J. Stewart

Mrs. N. B. Watts

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

Committee on Public Relations

Director Rudolph Pate, Chairman, North Carolina State College News Bureau
 Director A. G. Ivey, University of North Carolina News Bureau
 Director Clarence Whitefield, Duke University Bureau of Public Information

Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin	1919 (1),	1928 (10)
Dean Floyd Field, Georgia Institute of Technology		1927 (9)
Dean W. E. Alderman, Miami University		1936 (18)
President D. S. Lancaster, Longwood College		1937 (19)
Dean D. H. Gardner, University of Akron	1938 (20),	1939 (21)
Vice President J. J. Thompson, St. Olaf College		1941 (23)
Vice President J. H. Julian, University of South Dakota		1944 (26)
Dean Arno Nowotny, University of Texas		1947 (29)
Dean E. L. Cloyd, North Carolina State College		1948 (30)
Dean J. H. Newman, University of Alabama		1949 (31)
Dean L. K. Neidlinger, Dartmouth College		1950 (32)
Dean Wesley P. Lloyd, Brigham Young University		1951 (33)
President A. Blair Knapp, Denison University		1952 (34)
President Victor F. Spathelf, Ferris Institute		1953 (35)
Dean Robert M. Strozier, University of Chicago		1954 (36)
Dean John H. Stibbs, Tulane University		1955 (37)
Dean John E. Hocutt, University of Delaware		1956 (38)

Elected Members

Dean Donald M. DuShane, University of Oregon
 Director James E. Foy, Alabama Polytechnic Institute
 Dean Glen T. Nygreen, Kent State University

Alternates

Dean O. D. Roberts, Purdue University
 Dean Mylin H. Ross, Ohio State University
 Dean Frank J. Simes, Pennsylvania State University

Committee on Resolutions

Dean George B. Peters, Chairman, University of Pennsylvania
 Dean H. Pearce Atkins, University of Rochester
 Dean E. R. Durgin, Brown University
 Dean Paul C. Eaton, California Institute of Technology
 Dean Tom King, Michigan State University
 Dean L. L. Martin, University of Kentucky
 Dean Robert Moore, Arkansas State College
 Associate Dean John P. Netherton, University of Chicago

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

Committee on Resolutions (Con'd.)

Assistant Dean David W. Robinson, DePauw University
 Dean A. L. Slonaker, University of Arizona
 Dean Mark W. Smith, Denison University
 Dean J. E. Williamson, University of Houston

The Continuing Committees

Liaison Committee with N.C.C.F.S

Dean Robert S. Hopkins, Chairman, University of Massachusetts
 Dean Amos B. Horlacher, Dickinson College
 Dean John F. McKenzie, Boston University

Joint Committee on Student Discipline, Principles and Procedures (With National Association of Deans of Women and American College Personnel Association.)

Assistant to the Vice President William S. Guthrie, Chairman, Ohio State
 Dean Carl W. Knox, Miami University University
 Director Joseph A. Rock, S. J., Georgetown University

Committee to Work in Cooperation with A.C.E.

Dean Robert M. Strozier, Chairman, University of Chicago
 Dean A. J. Blackburn, Howard University
 Dean J. T. Clark, S. J., Canisius College
 Dean Paul C. Eaton, California Institute of Technology
 Dean D. H. Gardner, University of Akron
 Dean D. Whitney Halladay, University of Arkansas
 Dean John H. Stibbs, Tulane University
 Dean William Tate, University of Georgia
 Dean Ralph A. Young, College of Wooster

Committee to Work with the A.I.A., Housing for Single and Married Students

Dean L. C. Woodruff, Chairman, University of Kansas
 Assistant Dean Mark Barlow, Cornell University
 Dean E. R. Durgin, Brown University
 Dean Noble B. Hendrix, University of Miami
 Dean Howard Hoogesteger, Lake Forest College
 Dean A. H. Kiendl, Dartmouth College
 Director John M. Yarborough, Stanford University

Cooperating Committee with U.S.N.S.A.

Dean T. W. Zillman, Chairman, University of Wisconsin
 Dean Donald K. Anderson, University of Washington
 Assistant Dean Frank Dowd, University of Rochester

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Continuing Committees (Con'd.)Cooperating Committee with U.S.N.S.A. (Con'd.)

Dean James E. Foy, Alabama Polytechnic Institute
Dean Carl M. Grip, Temple University
Dean R. E. Hulet, Illinois State Normal University
Dean Harold E. Stewart, Wayne University
Dean H. J. Wunderlich, Kansas State College

Cooperating Committee with National Interfraternity Conference

Dean Glen T. Nygreen, Chairman, Kent State University
Dean Byron H. Atkinson, University of California, Los Angeles
Dean Daniel D. Feder, University of Denver
Dean Robert S. Hopkins, University of Massachusetts
Dean Donald R. Mallett, Purdue University
Assistant Dean William S. Zerman, Ohio Wesleyan University

Committee on Membership of Liberal Arts Colleges

Dean Ralph A. Young, Chairman, College of Wooster
Dean David L. Harris, Ripon College
Dean Albert S. Hill, Washington College
Dean Sumner J. House, Carroll College
Dean James P. Orwig, Berea College

Committee on Training Residence Hall Administrators

Dean R. R. Oglesby, Chairman, Florida State University
Assistant Director Ron Barnes, University of Colorado
Dean Robert B. Cox, Duke University
Director N. Ray Hawk, University of Oregon
Dean Tom King, Michigan State University
Dean R. R. McAuley, S. J., Marquette University
Assistant Dean Calvin S. Sifferd, University of Illinois
Dean Frank J. Simes, Pennsylvania State University

Committee to Cooperate with N.A.F.S.A.

Dean Wray H. Congdon, Chairman, Lehigh University
Dean Arno J. Haack, Washington University
Dean Wesley P. Lloyd, Brigham Young University
Dean Howard V. Mathany, University of New Mexico
Dean N. M. McKnight, Columbia University
Dean J. F. McNamara, Duquesne University
Dean W. B. Rea, University of Michigan
Dean J. N. Stauffer, Wittenberg College
Dean H. E. Stone, University of California
Dean E. G. Williamson, University of Minnesota

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Continuing Committees (Con'd.)Committee on Merit Scholarships

Dean Arno J. Haack, Chairman, Washington University
Dean T. W. Biddle, University of Pittsburgh
Dean J. C. Clevenger, State College of Washington
Dean C. E. Deakins, Illinois Institute of Technology
Dean Daniel D. Feder, University of Denver
Dean Merrill E. Jarchow, Carleton College
Dean William D'O. Lippincott, Princeton University
Vice President Kenneth Little, University of Wisconsin
Dean Mayne Longnecker, Southern Methodist University
Vice President Frank Piskor, Syracuse University
Dean T. P. Pitre, Massachusetts Institute of Technology

THE COMMISSIONS

Commission No. I

Professional Relationships

Dean H. Donald Winbigler, Chairman, Stanford University
Dean C. E. Deakins, Illinois Institute of Technology
Dean Harry A. Grace, Grinnell College
Dean Arno J. Haack, Washington University
Dean Clifford Houston, University of Colorado
Dean Glen T. Nygreen, Kent State University
Dean Robert M. Strozler, University of Chicago
Dean V. T. Trusler, Kansas State Teachers College
Dean Victor R. Yanitelli, S. J., Fordham University

Commission No. II

Principles and Professional Ethics

Dean Donald M. DuShane, Chairman, University of Oregon
Dean Willard W. Blaesser, University of Utah
Dean George K. Brown, St. Lawrence University
Dean Maurel Hunkins, Ohio University
Dean Wesley P. Lloyd, Brigham Young University
Dean Henry Q. Middendorf, Polytechnic Institute of Brooklyn
Dean P. H. Ratterman, S. J., Xavier University
Dean Harold E. Stewart, Wayne University

Commission No. III

Development and Training of Student Personnel Administrators

Dean Robert H. Shaffer, Chairman, Indiana University
Assistant Dean B. J. Borreson, Harvard Graduate School of
Business Administration

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Commissions (Con'd.)

Commission No. III (Con'd.)

Development and Training of Student Personnel Administrators

Associate Dean C. V. Bredt, University of Texas
Vice President John A. Brown, Temple University
Dean William G. Craig, Stanford University
Assistant Dean Thomas A. Emmet, University of Detroit
Dean John P. Gwin, Beloit College
Dean Richard E. Hulet, Illinois State Normal University
Dean Guy T. McBride, Rice Institute
Director J. Donald Marsh, Wayne University
Dean O. D. Roberts, Purdue University
Dean Jack Yuthas, Texas Western College

Advisory Board

Dean John E. Hocutt, University of Delaware
Assistant Dean J. Leslie Rollins, Harvard Graduate School of
Business Administration
Dean John H. Stibbs, Tulane University

Commission No. IV

Program and Practices Evaluation

Dean L. Dale Faunce, Chairman, Western Michigan College of
Education
Dean I. Clark Davis, Southern Illinois University
Dean D. H. Gardner, University of Akron
Dean M. L. Huit, State University of Iowa
Vice President James Lewis, University of Michigan
Vice President J. Kenneth Little, University of Wisconsin
Dean Jack Matthews, University of Missouri
Dean L. C. Woodruff, University of Kansas

Commission No. V

Relationship with the Field of Social Sciences

Vice President Frank Piskor, Chairman, Syracuse University
Dean Harold M. Bitner, University of Hawaii
Dean A. J. Blackburn, Howard University
Dean Thomas L. Broadbent, University of California, Riverside
Dean George K. Brown, St. Lawrence University
Assistant Dean Earle W. Clifford, Syracuse University
Dean Clifford J. Cravens, University of Oklahoma
Dean Delmar Leighton, Harvard College

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Commissions (Con'd.)

Commission No. VII

The Place of Organized Religious Activities in Student Personnel Services

Dean James C. McLeod, Chairman, Northwestern University

Dean John P. Gwin, Beloit College

Dean Frank R. Hunt, Lafayette College

Dean Carl A. Kallgren, Colgate University

Dean Joseph F. Kauffman, Brandeis University

Dean John W. Rawsthorne, The Principia

Director Joseph A. Rock, S. J., Georgetown University

Dean Fred H. Weaver, University of North Carolina

Dean W. Lyle Willhite, Knox College

ORIENTATION MEETING

SUNDAY AFTERNOON, APRIL 7, 1957

The Orientation Meeting for New Deans, New Members, and Visitors, held in conjunction with the Thirty-Ninth Anniversary Conference of the National Association of Student Personnel Administrators, in the Crystal Ballroom of the Washington Duke Hotel, Durham, North Carolina, April 7-10, 1957, convened at three o'clock, Dean Joe J. Somerville, Dean of Men, Ohio Wesleyan University, presiding.

CHAIRMAN SOMERVILLE: This is an informal session, so it will not be considered as an official opening of the Conference at all, but a period of time in which we hope that you new men will get better acquainted with some of the older men -- that includes you people -- and also the organization, what it has done, and what some of its plans are.

The group is divided up here into two groups: Quizzers on my right, and Answer Men over here. We do not have quite enough to go around, but they will have to make up for the difference by handling more questions themselves.

As no doubt most of you know, this organization started back about 1919, with about eight men coming together at the University of Wisconsin, and we are going to have the privilege of the man who entertained this first conference being with us, Scott Goodnight.

That group then, for several years, continued as a mutual group coming together, in which they were sharing experiences, or finding a place where they could tell somebody who appreciated all the difficulties they were having, so they went home feeling much better.

That is one of the things that we have tried to keep in this group here, a place where you men could come, bring your problems, talk them over with somebody else. At least you got relieved yourselves, and probably you were able to get a solution. Of course, that depends upon you folks here, upon the rest of us, to be able to continue that way with this organization.

It is a thing that I think most of us look back upon, and I hope you can look forward to that this is one of the best contributions that you will get for a Conference of this size.

The second part is what we could do officially in bringing to you something new in the developments of the line of our work.

I do not think that one can be a part of anything unless he makes a contribution, so I think the first contribution that you should make around here is to let all of the group know who you are, just simply by rising, stating your name, giving the school you went to, where you are located now, and how or why you got into that job. That will sort of make us all a part of the organization if we will do that.

I am going to start right over here with the Quizzers, and go right down this way, if you will, please.

... Each of the "Freshmen Deans" arose and introduced himself to the delegation and gave a brief statement on "how and why" he got into his present job ...

CHAIRMAN SOMERVILLE: I trust that as we have made this round here you have spotted somebody in this group who you feel has some of the same problems that you may have, and that you will try to get in touch with him, because it is in this way of talking mutually with folks that we meet here that makes this organization click.

Now is the time for you to find out some of the things that you would like to know from these men who know some of the answers. Who is going to be the first one here?

DEAN JOHN T. RULE (Massachusetts Institute of Technology): I have always felt it was much more important to know all the questions than all the answers. But I know very few of them today. I would like to ask: When you get one of these jobs, since the first thing you do is have a lot of bright ideas that cost too much money, I would like to know what sort of organization there is, if any, for finding assistant deans, counselors, and so forth?

CHAIRMAN SOMERVILLE: All right, now who wants to speak to that?

DIRECTOR G. A. HAGERMAN (University of Akron): "Shorty" Nowotny, the Dean of Student Life at the University of Texas, runs a rather informal placement service for this Association. If you direct your inquiry to Arno Nowotny, Dean of Student Life, University of Texas, I think "Shorty" is to

be here, and in most cases has a desk or an appointed place right here at the Conference to which you may turn.

DEAN RULE: Thank you.

CHAIRMAN SOMERVILLE: All right, sir, another one.

DEAN CLIFFORD J. CRAVEN (University of Oklahoma): What is the difference between a committee and a commission in the organization of NASPA?

DIRECTOR HAGERMAN: I will try to take a crack at that. In my opinion, the difference between a committee and a commission in this organization is this: A committee is appointed with no specific charge. A commission is appointed around a particular subject or a specific charge. A commission generally is of a more continuing nature than a committee.

DEAN R. L. BOGGS, S. J. (Loyola University, New Orleans): In the general trend of the personnel office, does it exclude such things as scholarship work, or does it also include it?

That is, undergraduate scholarships given by the University. Does that come under the personnel office, or under the academic dean?

CHAIRMAN SOMERVILLE: Where do the scholarships come from, under the personnel office, or under the academic dean's office?

DEAN JAMES C. McLEOD (Northwestern University): I think it would vary with the institutions, Father. In some institutions, such as Northwestern, the Dean of Students is likely to be a member of the permanent committee on Grants and Aid to Students, which we call all scholarships at this point, because they have to be on that basis. He usually serves as a coordinating member, administratively appointed to assist because he is certain to know through his staff a good deal about the matters other than their scholarship achievement, which can be measured so exactly, whereas their attitudes and general citizenship, he is likely to know a great deal more about than the members of the committee.

DEAN HAROLD S. CARLSON (Upsala College): Following that question up, what is the role in your experience of faculty members in the awarding of scholarships?

That is, you have a scholarship committee. Just what responsibility do you give them? Some people would look upon the giving of scholarships as purely an administrative matter. In other faculties, a great deal of policy making is done by faculty committees.

I have a faculty committee with me, and I try to bring them into all the decisions. Some of them wonder whether they should be voting on all of these or not.

DEAN McLEOD: Initial scholarships in a great many institutions are decided by the admissions office and a committee working with them for the entering student, because they are likely to know more about it than the faculty members. But for an upper class scholarship, it seems to me important that you use chairmen of departments, or those whom they may appoint for the purpose of choosing the recipient of a scholarship.

CHAIRMAN SOMERVILLE: Anybody else have anything else to add?

DEAN JOHN F. QUINN (University of Rhode Island): I think it might be said in most institutions that a policy is written by the faculty, that the policy for grants and aid for scholarships and so forth is written, or at least approved, by the faculty, and that the actual administration of the scholarships is conducted by a specially appointed standing committee.

COUNSELOR R. L. BRITTAIN (University of Georgia): I would like one of the gentlemen to evaluate the summer camp idea that some colleges have, where they invite all of the accepted freshmen to the University for three days or a week prior to the opening of school.

CHAIRMAN SOMERVILLE: Do any of you have camps as part of your orientation in the fall, for about a three-day period?

DEAN T. W. BIDDLE (University of Pittsburgh): We have had camps at the University of Pittsburgh for 31 years. We have our 32nd one this year. It was initiated by the YMCA, but adopted as a University project some years ago. We get about 250 freshmen at our camp, which represents about one-fourth of the freshmen male enrollment.

We regard the camp as very helpful in our institution. I should say about 125 of the men who go to camp are students who will live at home and attend the University of Pittsburgh.

For them it is a most fortunate activity because it introduces them to the University in a way that they could not otherwise be introduced. For the boy who has left his home and comes to the campus, it is very helpful in orienting him to the university in a different way, but in a valuable way nevertheless. For our institution we just could not do without the freshmen camp.

COUNSELOR BRITTAIN: May I ask him further: This is by invitation, and not by requirement?

DEAN BIDDLE: Yes, it is by invitation. Now, it will cost the student \$10.00 this year for three days. We have contemplated trying to put it on a requirement basis, and doing it for everyone, but we feel that we do not have the facilities for 1,000 men at camp, and we feel that if it would be a requirement, it would lose some of the enthusiasm that comes from volunteering for things, for participating voluntarily.

We are a co-educational institution and on occasions we have thought about making it a co-educational camp, but the decision has always been against it. We feel there are many other opportunities to get together co-educationally, and the camp would lose something, and therefore it would be inadvisable.

COUNSELOR BRITTAIN: Is this held on your campus?

DEAN BIDDLE: No, sir, it is held about 20 miles away, in a fine camping situation.

DEAN McLEOD: I think over the years, the last quarter century probably, many camps started as long ago as that, and I think the trend is now for a very carefully integrated and carefully worked out orientation program on the campus. If you are going to help orient a student to college life, why not do it in the setting where he is going to attend classes and participate in activities, and try to do pretty much what you would do in a voluntary camp, in terms of using student leadership, faculty members, informality, discussion periods, etc.

I think this is the more normal trend. Somebody from Cornell, I believe, said they had one for 35 or 40 years. Why doesn't he comment on it? I think it might be helpful. It is either someone who went to Cornell as a student, or is there now.

CHAIRMAN SOMERVILLE: Are there any other contributions in regard to the camp? Any questions?

DEAN BIDDLE: I would like to make this point, Dean Somerville. We do not limit our orientation to the camp. The camp is something that precedes an orientation program on the campus, and I think that is the scheme in most institutions that do have a camp.

DEAN SOMERVILLE: Yes. Then your difficulty comes in the fact that when you start your other orientation, you have a percentage of the class that went to camp very much ahead, and you have to repeat some of the things that you have done in camp, so that you can bring the others up to date.

Anything further on the camp? Any other questions? You gentlemen out here now, you are quizzers as much as these folks are. You can open up any time that you wish.

DEAN W. RAMSAY JONES (Gettysburg College): I would like to ask a question on that. In regard to the camp, who conducts it? Who operates it? Is that student-run?

DEAN BIDDLE: If you are speaking to me, it is a co-operative enterprise, between the office of the Dean of Men, Student leadership, and the YMCA, inasmuch as we use YMCA facilities. I would say, the faculty does the managing, the students do the leading in the plan.

CHAIRMAN SOMERVILLE: The program includes faculty?

DEAN BIDDLE: Definitely.

DEAN RICHARD H. WINTERS (Franklin & Marshall): What do you endeavor to accomplish, Ted?

DEAN BIDDLE: Well, we endeavor to accomplish -- and I think we do accomplish -- a good faculty-student relationship. With 250 campers, we will have at least 35 faculty members there. We will have at least 65 upper class students there. So the relationship of freshmen with upper class students and with faculty is very congenial. The introduction to the university and all its departments, in a more thorough way than is possible at Freshmen Week, is achieved.

We always have the deans of all divisions come up for a special session, and the freshmen become acquainted with the deans and their division of enrollment, much more intimately than is possible during Freshmen Week.

Of course, we do not duplicate the examinations, the general information-giving that takes place in Freshmen Week. We do not duplicate the activities that take place in Freshmen Week, coeducational, social activities.

CHAIRMAN SOMERVILLE: Any other question?

DEAN WRAY H. CONGDON (Lehigh University): May I ask Ted whether he finds a larger percentage of future student leadership coming out of this group that go to camp, or whether that is not a fact?

DEAN BIDDLE: We have made some studies on that, and we find that a high percentage of student leadership comes from the camp group. We have tried to draw some conclusions too. We think it is not only because they have had an excellent introduction to the University. We think it is because they had the leadership qualities in them to begin with.

DEAN CRAVEN: Does this organization publish, or circulate analyses of particular student personnel problems such as the camp matter or other areas.

DIRECTOR HAGERMAN: I think actually, no. There is a publication with which you may be familiar. It is informal in nature, and is sent out by our Secretary Fred Turner, at the University of Illinois. It has been especially helpful, it seems to me. At least it suggests certain trends. It lists additional bibliography, books which have come to the Association's attention, but has not gone into this very deeply. I think it is a good reference point. At least it has served that purpose to me very many times.

DEAN McLEOD: One of the things that Fred's office has been able to do through what is known as "The Breeze," he occasionally receives a communication from one of us, or you may send him something on which you have conducted a survey, or found out some answers, and he will mention it in his publication and give the name of the person who sent in the information, and he suggests, "Write to Jack Jones, he has some good dope on such-and-such a matter." I know this has happened to me, with the net result that the secretary sends out about 80 copies of something, and you have a new mimeograph set up of what you found.

DEAN CARLSON: This is a question I probably would not ask a year from now: Is there any overlap between membership in this organization and the American College Personnel

Association? Is there any tie-in? I do not know whether I am speaking out of turn or not. How do these organizations relate to each other?

CHAIRMAN SOMERVILLE: Who is the expert on that?

DEAN McLEOD: A great many of the members of this group belong to that. Many of them attend their meetings,

DIRECTOR HAGERMAN: If my memory serves me correctly, I think too that the President of our Association appoints a member of this group to serve as a liaison with certain other national groups, the ACPA, and certain others.

DEAN CRAVEN: On that particular point, I wondered if there is a particular point to coordinate the meetings of the two organizations?

DEAN McLEOD: Sometimes they have immediately followed each other, when they have been held in the area of Chicago or something like that, where it has been possible to go to both.

DIRECTOR HAGERMAN: Joe, pardon me. I would like to talk to the point that the gentleman asked the question on the point before this, on the circulation of information, and the sources of information. It has been our happy experience in Ohio that we have had a rather active but quite informal Ohio Association. I think certain other states and areas have done the same thing.

I think this is a very profitable source of the exchange of ideas and information along this same line that this gentleman was asking about.

CHAIRMAN SOMERVILLE: That is good.

DEAN RULE: Does this organization have sub-groups, in the southern section, or eastern section?

CHAIRMAN SOMERVILLE: No, there are no groups of that sort.

COUNSELOR R. G. GORDON (University of Southern California): That is partially true, Joe; maybe partially not true. For example, in Texas they have a TASPA Association (Texas Association of Student Personnel Administrators). On the west coast there is a Western Association of NASPA.

In the Executive Committee, from which we just came, we would encourage regional groups not to set up regional organizations under the name of NASPA necessarily, so that the participation is limited to NASPA membership, but rather on the regional level broaden the scope, widen it so that non-member institutions might participate at the regional level.

DIRECTOR HAGERMAN: Would it be appropriate for Fred and John to introduce themselves?

CHAIRMAN SOMERVILLE: I am going to look after that. I want them to get their breath. You are on notice.

DEAN JOHN P. GWIN (Beloit College): In reference to this passing around of information, I wanted to point out that occasionally Fred does send out information to some of us, or all of us rather. For instance, just recently we got this bulletin on College Housing, worked up by the American Bureau of Architects, in connection with the National Association of Women's Deans, Student Personnel Administrators, Students of Architecture. There may be some of these left, if you are interested in getting them.

CHAIRMAN SOMERVILLE: We mentioned earlier, in regard to the founding of this organization, that there is one man with us who claimed he was office boy when this was going on, and we have him with us at the present time. Fred, I think you should give us a word -- whatever you wish -- in regard to this organization, what one should plan to get out of it, or what he should put into it.

SECRETARY-TREASURER FRED H. TURNER (University of Illinois): Joe, first of all, you cast an aspersion on me, because you say I "claim" I was the office boy. I was the office boy. (Laughter)

I was sent out to buy cigars and cigarettes for the founders of this group when there were twelve of them meeting in the second meeting. They met in Dean Clark's office, and I was the office boy there. They said, "We are not supposed to smoke in the office buildings but we can break the rules if anybody can," so I went out to buy the cigars and cigarettes for them. So I can prove that I was office boy at that time.

Now, just to stand up and say what you get out of this organization, you get out of it whatever you want to. I think the main thing you get out of it is that you make a lot of good friends.

CHAIRMAN SOMERVILLE: How about you, Dean Hocutt? Do you want to say something here? You look sad.

DEAN JOHN E. HOCUTT (Past President; University of Delaware): No, sir, I am not sad. I am delighted to be here.

CHAIRMAN SOMERVILLE: Are there any other questions?

DEAN JOHN F. QUINN (University of Rhode Island): May I go back to this reference on the American College Personnel Association? I do not think that I am authorized to speak with any authority or official note here, but there is a particular point with reference to your question that I think ought to be emphasized.

I think that historically the feeling among members of this group has been that one of its principal values to its individual components lies, and has lain, in the fact that it is small. I know that many of us go to the American College Personnel Association meetings and we feel a little bit lost in the crowd and in the pressure of formal business, and so forth. The intimacy and the friendliness in a small group this size we consider -- some of us -- to be one of its principal values and therefore have kept it separated from these larger similar groups. I think that point ought to be made.

CHAIRMAN SOMERVILLE: Thank you.

DEAN BEN E. DAVID (University of Miami): Dean Somerville, one question that I would like to ask, and answer perhaps, is one that I heard a few minutes ago from one of the new men in the group. They were wondering just how they could go about getting acquainted with some of the old timers in the group.

On that, I would like to suggest that they just simply walk up to the men in the hall, introduce themselves, and take a minute to chat with them. I am sure that some of the ones who have been in the group a good many years are just as timid as some of the new members, and therefore they are not going to rush up and hold out their hand right away, so it has to be a mutual exchange, and there is no reason for timidity among the new men toward the older men in the group.

CHAIRMAN SOMERVILLE: There should be no timidity at all for approach to the old men, if you want to call them that, as such, because some of them may be a little hesitant and may not have as much ego as some of the rest of them do, but I know

of no one who does not appreciate the fact that someone comes up and asks him something, or passes the time of day, or, again I say, get a good story that you can take back home with you.
(Laughter)

COUNSELOR BRITTAIN: This is not a question, but Dean William Tate, University of Georgia, whom I am sure most of you know, regrets that he could not be here. He sent his warmest regards to the whole group, and since I am a new man in this group, I would rather make it to this small group than try to make it at a larger meeting. He found it impossible to get here since he has to attend another conference this weekend, and he could not be away from his office that length of time.

CHAIRMAN SOMERVILLE: I do not think George will excuse you until you give him one of Tate's stories to take home with him.

COUNSELOR BRITTAIN: Has he told you the one about Bob Toombs and the cornstalks. We had quite a number of hot-heads south of the Smith and Wesson line in 1860. Among them was Bob Toombs of Georgia. Quite an orator.

Bob was in Rome, Georgia, and came back for some political office, and someone asked him, during the course of his speech about the threat of war. He said, "Well don't worry about that. We can lick them damnyankees with cornstalks."

Well 1861 came, and '64, Appomattox. And before Mr. Lincoln was killed, Bob Toombs was back in Rome making another political speech. Evidently this same man was in the audience, and he said, "Hey, Bob, I thought you said we could lick those damnyankees with cornstalks."

He said, "I did, but they won't fight that way."
(Laughter)

CHAIRMAN SOMERVILLE: Any other questions?

DEAN WINTERS: I would like to ask if any of you are using a case method of study among student groups and what student groups, and where you are obtaining case materials, if you are using the procedure.

DEAN McLEOD: Several of us have had the privilege and opportunity of attending the Harvard sessions where Deans of Student Personnel have gathered in groups and attended classes

under the instruction and guidance of the best people in the School of Business Administration. Through that medium we created several excellent cases of our own from various institutions that were carefully surveyed and studied by the men at Harvard, so that they remain almost completely anonymous. It will take a real genius to find out where this incident of personnel relationships took place. Several of those are available for study.

DEAN WINTERS: Through our organization?

DEAN McLEOD: Yes, but they have to be used wisely, that is, that you do not re-mimeograph them and distribute them all over the place, but for your own purposes, and with your staff, for example, and with a group of student leaders, they offer an excellent opportunity for the use of the case method in study.

DIRECTOR HAGERMAN: Is Jim Allen from Texas Tech here? I thought he came in.

CHAIRMAN SOMERVILLE: He did.

DEAN JAMES G. ALLEN (Texas Technological College): Let me say that we had that procedure by asking two dozen Deans of Men and Deans of Students to submit a representative case of this quality, in some degree of detail, and from those our student committee, after careful study, selected six which formed the basis of a workshop we had the year before last, and a very satisfactory one, I think. I think it can be done very nicely. The material is worked up very well.

DEAN McLEOD: Sometimes I think in our meetings we throw things up for grabs. One of the techniques which has proven successful, which is somewhat like your freshmen camp, instead of taking our freshmen, is to take your student leadership represented in the senior class on a retreat, away from the campus, and bring out the top administrators of the college and the university, including the president and others, to sit down and talk with them and create the kind of rapport between student leadership and administrative officers, so that when you come back on the campus, you have this kind of esprit de corps you are looking for. I think much can be achieved through that.

DEAN CHARLES R. GADAIIR (American International College): May I say in relation to that, that this year for the

first time we have had all our elections of officers of student government and student activities already are over this week, and there will thus be an orientation period of two months working with the old officers, followed by a camp, before they go to NSA in August. It pays off, as there in NSA they study these case methods.

CHAIRMAN SOMERVILLE: Anything else?

DIRECTOR HAGERMAN: Joe, excuse me. Without any apology to the University of Georgia, but George Davis is hurting for a story, and I have one that I think is fair. [Told story]

CHAIRMAN SOMERVILLE: George, can you bring it back up from the curbstone level, or take it lower? (Laughter)

DIRECTOR GEORGE E. DAVIS (Purdue University): A former congressman from South Bend tells a good story about the fellow who was making a tour in Alaska with a trusted guide, with a dog team, and he felt perfectly safe until the lead dog on the team swallowed a sharp bone and punctured his intestine and the dog died. The tenderfoot was sure that they had been stalled there and stranded, and worried a lot about it, and finally the guide said, "Now, you don't need to worry at all. These dogs have a way of recognizing an emergency when it comes up. The second dog will lead us out all right. And furthermore, the change in scenery will do him a lot of good." (Laughter)

CHAIRMAN SOMERVILLE: Are there any other questions or contributions? (Laughter)

DIRECTOR ROBERT H. PLUMMER (University of Michigan, Flint): I think this panel is getting off easily this afternoon. I would like to know from each one of them what is the toughest problem they faced this year, and what is the solution that they are approaching this problem with. (Laughter)

CHAIRMAN SOMERVILLE: The toughest problem you faced this year and how you solved it. Quinn, you are first up.

DEAN QUINN: I am not sure that is a fair question to start off with. (Laughter) Don't forget that we are engaged professionally in problem areas continuously. It seems to me that problems from the point of view of general adjustment is our business. I do not know that I could select one that would

be sufficiently interesting to you, and I am pretty sure I could not propose a solution for it if I had one.

We have a Junior Prom problem that I think you might be interested in for just a moment right now.

We had the seventh student in the Senior Class killed two weeks ago on his way home from classes during a snow storm. Everybody is willing to agree that this was an accident, pure and simple, but the night before I left town -- this is up in New England -- Thursday evening we had a student killed at eleven-thirty in the evening. He hit the abutment of a bridge over a stream. He was within ten miles of the campus, and he had left his home 38 miles away from the campus five and a half hours before with a friend, and the line pursued was not a direct line between his home and the campus. The state police refused to make any comment about intoxication. When I left town his passenger, another boy, was still on the danger list and was not talking.

The president has decided to call me in Friday morning (but I was planning to sneak off quietly for Durham) to ask me if we should cancel the Junior Prom, which is to be held at a country club some 20, 25 miles away from the campus, for which all relevant contracts have been signed, and I assume most of the social aspects among individual students arranged for. At this point, may I refer the problem to you. (Laughter)

DEAN McLEOD: Who's next? (Laughter)

DEAN BIDDLE: I am going to pass at this point.

DEAN DAVID: I will pass too, because I certainly could not isolate any particular one that would give too much.

DIRECTOR HAGERMAN: At Akron we have one particularly aggravating problem. It is a problem, but it is a kind of challenge too. We are a city school, non-selective, and yet it is our great fortune to get a great number of very well qualified students. The problem then in our situation, it seems to me, is to encourage the well qualified student to remain qualified and to be superior, academically, specifically. I think we have an unusual setup, one of which it is a thrill to be a part. We have a very strong academic relationship in our office. We are the academic counselors, in the first two years. One of the thrills and one of the frustrations is this one thing: How can we in our busy lives, dealing with problems, find time to work more and more with the well qualified?

I think this is a problem which we face in education throughout the country, and if anyone has a good solution I would be very happy to hear it.

CHAIRMAN SOMERVILLE: Any comments in that regard?

DEAN ALEXANDER R. CAMERON (Lawrence College): I do not have a solution but I can tell you what Lawrence College is doing.

We have a program starting in the freshmen year, which we hope will lead to honors in the senior year. Every freshman takes a freshman study course. Every student in his freshman year who showed any promise whatsoever in the development in that freshman year will take a sophomore studies course. Everyone in the freshman year takes it, and only about one-third to one-half will take a specialized course in the sophomore year. It is cut down in the junior year.

What we have found is that we have set up something for the first time where we show prestige in academic matters and the students fought to get in that sophomore's study course last year, because they know they can go on finally to senior honors. That is the first time I have seen an academic honors meaning much more than making the football team and things like that. At least, it is a start.

DIRECTOR HAGERMAN: I am doing a great deal of talking, for which I apologize. There is one thing which we have attempted to do which I think has helped. In order to encourage better scholarship, we have for the last ten years given a priority of registration to the B average student or better. The student who has at least one semester of accumulated record, if that student has a B average or better he may then have the priority of registering for classes at the time and under the professor that he prefers. This is not 100 per cent effective, but it has been a great help. This may have some value to someone else.

COUNSELOR BRITTAIN: Mr. Hagerman, you were speaking about your freshmen coming in with promise, but during their freshman year largely fail to measure up, and go into their sophomore year with an average which is much lower than their potentials.

DIRECTOR HAGERMAN: That is right.

COUNSELOR BRITTAIN: They find out as juniors and

seniors that it is almost impossible to get enough As and A-pluses to pull up those Ds and maybe an F or two, to the point of being selected for an honor society.

Let me ask you this question: What you are asking for is to find some means of having this freshman adopt an attitude when he first comes in that he can perform at a superior level. Is thar right?

DIRECTOR HAGERMAN: Nicely expressed, yes.

DEAN McLEOD: If we are still commenting on that rugged question that was asked out here, I will speak to it briefly. I think the constantly recurring problem, and it is probably equally true for the dean of men, or whatever capacity he may serve in, but certainly for the dean of students, is not to get so bogged down in administrative detail that one loses contact with the people whom he is attempting to best counsel wisely: the students themselves.

If you have an increasing staff who necessitate your attention and help, then you find yourself, to a degree, removed from the students, and I think this is a constantly recurring problem for those who are in administrative positions. I think there is only one way to do it, and that is to get as much assistance as you can in carrying this administrative load from your associates and assistants, and the other is that you meet as frequently as you can as a counselor to groups and make yourself available as much as possible to groups.

This sounds like a wise old man talking, but I think this is paying off in terms of the fact that you may not be able to take on as many individual personal problems as you would like to if you were still a dormitory counselor, an assistant dean of men, and now find yourself in a position where this administrative load is so heavy. But it certainly pays off, because if you ever lose sight of the pulse of student thinking, and feeling in the various areas, you are certainly going to be in trouble.

There is one other comment. I think in the tempo and climate of the American college and university campus, our deepest concern ought to be in the area -- and you have to admit that this is a natural for me, because I was a Chaplain so long -- is an increasing concern for the moral and spiritual values in the total of our educational experience, and an attempt on our part to give the kind of leadership which is going

to raise the ethical standards on the part of the students in our universities. If we have any mission in life, it ought to be in that area.

DEAN FRANK A. GRAMMER (Newark College of Engineering): I come from a college which is an engineering school exclusively and which has no campus particularly, because all of our students are non-residents, and I sometimes feel that I am very lucky.

I listen to a great many problems. I do not know that I solve too many of them. Maybe listening is what helps more than anything else. I have recently been told that we are going to have to consider a dormitory situation, and perhaps I can solve this by becoming a director of admissions, or something of that sort. (Laughter)

DEAN WESTCOTT E.S. MOULTON (Brown University): I think the questioner asked for the most difficult problem that a person had during the year. On Thursday of this week, while our college was on vacation, the dean called me on the phone and told me that a boy was seen in our commuters' house. We have a house for city boys on the campus. The boy was seen exposing himself, the previous evening at seven o'clock. That was late in the morning. At about a quarter of three in the afternoon I got a telephone call from a man in the alumni office saying that his secretary, an hour before, had seen a boy exposing himself in the same house.

A decision. As soon as that call came through I went down to the house. She had identified the room as on the second floor, in a bay window. The room was locked. I immediately called all the boys in the commuters' house together on the first floor, and then I didn't know what to do. (Laughter) I saw the President of the Commuters' House there, and I asked him to come out to the next room. I thought perhaps I had better take him into my confidence, because the boys were upset. We talked back and forth for an hour or so. The next day I received some more information, and Friday I called the Dean and said I had some suspicions, but I did not know whether I should call the boy in and present him with the evidence I had, although it was very flimsy.

The Dean said, "I do not think you should do it, because if you fail, you will fail completely. You will never get anywhere in this particular situation."

"Well," I said, "I am leaving early Sunday morning for Durham, and the thing will be cold on Wednesday. I would like to talk with this boy." So I brought him in, and talked with him for several minutes around the problem, which is a difficult one, as you know.

Finally he said, "All right, Dean Moulton, what are you after: Put it on the table? What are you trying to get at?"

I was about licked then and I was about ready to give up but then I thought that I would try once more and I said, "This is a very serious thing. You know what I am talking about. I have three witnesses that I can bring in within 15 minutes who can identify you without any question, but I am waiting for one more bit of evidence, and I think this will be conclusive." I said, "As soon as we bring outside people, three ladies, in to identify you then it becomes a public affair with the police." I said, "What were you doing in Room 201 of Commuters' House at seven o'clock Wednesday evening, and between one and two on Thursday?" He said, "I was not there." I said, "I think you had better break down, because you were seen." I said, "Do you have keys to the room?" He said, "No." I said, "Well then, how did you get in?" He said, "The room was open." (Laughter)

Eventually he broke down, and now he is in the hands of the psychiatrist at the University. But it was an all or nothing shot, and it was just a little bit of luck. That is the most difficult problem I have had in two or three years. I came in on it because Dean Durgin, who was supposed to be here and could not come, happened to be away, and that is why it fell on my shoulders.

CHAIRMAN SOMERVILLE: Are there any other questions? If not, at this time I would like to introduce that man I told you about earlier in the meeting, the man who entertained the first meeting in Madison, Wisconsin, of six or eight people, Dean Scott Goodnight. Stand up, so they can see what you look like. (Applause as he arose)

Any other questions here?

DEAN TOM N. HARRIS (Oklahoma A. & M. College): I am new at this and I am scared to ask the question, but it is something that bothers me about colleges and universities. There are so many young men and young women who need a college training. I would like to know from you gentlemen who have been in the field for some time, if you do anything to publicize or to

sell the power of knowledge? We sell the power of athletic prowess, and we see about us the gains from college education and the high level of learning in our legal field, our medical field, and so forth, but it seems to me that the young men I talk to do not see the intangible power of knowledge. They go to school because they think it is the thing to do. Mother and Dad send them.

Some of them, as you know, do feel the need and hunger for knowledge, while others do not have any desire for it. I was wondering if you have instituted any program to give the same publicity and attractiveness to knowledge as you do to athletic achievement?

CHAIRMAN SOMERVILLE: All right, gentlemen. You get to them after they get there, and not before, is that right?

DEAN QUINN: The question phrased a little differently perhaps, would be, what do we do in our offices to emphasize the academic values of education? Is that a fair interpretation of your question? What do we do as deans of men, deans of students, to emphasize its importance?

DEAN HARRIS: What do you do as administrators of institutions of higher learning to sell this product which we promote to the youth in the grade schools, high schools, and colleges which are in our state?

DEAN QUINN: I do not think we make very much conscious effort to sell it to grade schools. We are being placed by circumstances now in a rather peculiar situation in that we do not have to sell it to high schools. We cannot handle the competition for admissions.

I think perhaps most of us make a fair effort to sell it to other colleges. I think that most of my academic effort lies in trying to sell it to our own students, when we discuss overall problems, overcoming what I call academic inertia in students. I think that is a major campus problem. I think we are certainly selling it to the people who become our graduates. I think we are selling it in general to business and industry, if we are to judge by the enthusiasm with which they come after our people.

I really think -- I am serious about this -- that the great majority of students who go through school spend something substantially less than a maximum effort on their

academic responsibilities and opportunities, and I for one would be very happy if I could honestly feel that I was selling the value of academic training to those people who are with us on a day-to-day basis, rather than to anyone else. There are some small specific details that might be mentioned in that connection.

For example, how many people in a residence hall situation, where there is a large group of dormitories, will run their own independent scholarship competition? Residence hall scholarship competition?

How many of the fraternity organizations provide their own IFC-sponsored scholarship, not criteria, but awards, actual tangible or intangible awards for scholarship achievement?

I think, myself, and this might be a serious oversimplification, but I think if we who are responsible in these areas could do a better job of selling the value of knowledge to our undergraduates, a great many of the other selling areas would take care of themselves.

DEAN GRAMMER: Incidentally, there is a great deal being done, particularly in the area from which I come, in the area of the high schools in guidance. I myself do a considerable work in admissions, and I go to the meetings that are conducted in the area where representatives of all the colleges come and tell the people about what their colleges do academically. I have never heard one of them get up in a meeting openly and mention the fact that they have a championship basketball team. Maybe this sort of recruiting is conducted in some other way. I assume that it must be.

The emphasis in all of this work that I see is on the academic side of it, particularly in the area from which I come. So I have no misgivings about the fact that people are being encouraged to go to college for what they can learn there. As a matter of fact, at my college this is the only thing which they are told that we have. We do have some activities -- a great many of them, as a matter of fact -- but nobody has ever come to our school because he could play anything. He has come because he wanted to be an engineer, and if he played anything after he was there, that was all to the good, but that was not the reason that he came.

DIRECTOR HAGERMAN: I would feel remiss in my experience if I failed to mention what is to me an encouraging

sign, most encouraging, in this whole work. As student personnel administrators, it seems to me part of this problem is that to the public we, as student personnel workers, are not identified as much with the scholastic motivation as we are with campus related problems and pranks. But I would certainly suggest, even in my own situation, that as we identify ourselves with our alumni offices, with the various national scholastic foundations, such as the National Merit Foundation and many, many others, that we are indeed a vital part of this very thing.

I think in every school in the country we are not saying that scholarship is only that scholarship which is resulting from physical ability, but even in ourselves we are attracting, I am sure -- and I say "we" in its collective sense -- because I do not assume an initial or primary obligation in this better public relations or articulation with the secondary system, and yet I think we are all involved in this.

I see this as a tremendously important and significant area in which this National Association has played a very strong part, it seems to me. Perhaps we do not ballyhoo it, nor are we, perhaps, as effective public relations people as we should be, but I feel very strongly that we are doing, in our way, contributing a great deal to this very thing which you suggest, and I think this is pretty largely true all over the country. Every time we make a public appearance, whether I am talking before a PTA or some other type of activity, I think we should not forget we are representing a school of higher education which, if I may suggest, is part of this thing you are saying, is that not right? Or, am I talking way over here in left field?

DEAN HARRIS: No, I guess I do not know how to ask the question. I think that we should see some area of responsibility from a child who starts to school, that is a potential product which may eventually come to us. Now, he prepares in those early years, and that preparation will somewhat help or deter him in his development when he gets to us. Do we sell the power which this will give to the students?

I find a lot of students who do not really give this knowledge business much concern. I do not know how to ask this question. You have answered it in part, in that we do contact the schools.

DEAN GWIN: I think this is a real crucial problem, and I do not know the answer either. It seems to me that many of the things that we are talking about here are really

peripheral to what you are getting after. It seems to me that we can provide good extracurricular activities, we can provide excellent dormitories, we can watch over the students as much as we want to, but when you come right down to the final issue, it seems to me that the desire for knowledge, and the recognition of the power of knowledge, is going to be imparted by your teacher, by your professor within the classroom.

Now, how you get at encouraging the proper kind of teaching, the inspirational kind of teaching, making the professor feel that he is really an important cog in the machinery -- and I know that a lot of them feel that it is the all-important part of the machine -- I think one of the sad things in education is that we get people who are professors who become satisfied with the job they are doing. They are not experimental, they are not open minded, perhaps, and I think that it is death to a student to go into a classroom where he sits and it is given to him.

I would like to know, for instance, what do we do in the way of faculty evaluation? I think this is a very difficult and a very serious problem. What do we do in the way of faculty evaluation, because they are the ones who develop this desire for learning.

COUNSELOR GORDON: I would not pursue the faculty evaluation, and this is only a partial answer to this question of scholarship, but I do not believe that junior proms, or rather a connotation which honored approximately 1200 -- and I believe we have a response of about 3500 at the University of Southern California, on a special recognition day. Perhaps the scholar himself, Plato, gives us a cue to this, when he says that what a community honors, that is what the community cultivates.

I think we give far too little recognition to the honor student, to the scholarship student. We send out, I think by personal invitation, 1200 invitations, not only to the honorees but to the parents as well. It is good public relations, it makes sense, and I think it helps promote scholarship.

CHAIRMAN SOMERVILLE: I want to recognize at this time our present President of this group here, Frank Baldwin. Stand up, so they can see who you are. (Applause as President Baldwin arose)

DEAN BOGGS: I would like to ask one question. It seems to me that in light of what the government has turned up

in regard to all the aid that is needed for schools, that the problem is really not that we need to advertise education as such, that it is well enough advertised. But I know at Loyola now we are out advertising our school, and we are trying to get the best students. We go out and talk to the high schools and we are looking for student leaders, we are looking for students who have it. We do not particularly want to sell our product to everybody.

I think that is the American system. We are looking for leaders particularly, and those who can read and write and so on, they know the value of education. I do not particularly think we have to sell that, and I do not think really that it is in our line. That is the contribution simply that I would like to make.

DIRECTOR HAGERMAN: Joe, I would sincerely like to suggest, and this is specifically to the problem of the orientation: A lot of us are new, and I would like to suggest that one of the great values of this organization is the contribution which new blood can bring.

This afternoon we have heard some excellent suggestions on areas in which we are perhaps not exploring as well as we should. This is a great contribution I think. So I would say this to those of us who are newer, that if we have ideas, new methods, new procedures, new approaches, new areas which we should be exploring as student personnel administrators, here is the time and this is the organization, it seems to me, which will help us all carry the ball. I think this is something which those with the green ribbon can most effectively do for all of us.

DEAN GADAIIR: I attended a convention last week at MIT where I heard student leaders discussing their role in the future with the increased enrollment. When you listen to these young leaders speak as they do about the field of co-curricular activities, rather than extracurricular activities, with their increasing emphasis on scholarship, I would like to ask the question: In what way are we utilizing the honor societies, the co-curricular activity leadership on our own campus to foster this emphasis on scholarship?

I think there is a wealth of material here that we should be planning to use when we need them most in the years ahead.

COUNSELOR BRITTAIN: May I ask one question. How many institutions have established a level of academic performance as a means of determining eligibility for student officership, and at what level is that established?

CHAIRMAN SOMERVILLE: Does someone want to answer that?

DEAN McLEOD: Do we have any regulations that keep people from being in these things unless they are academically proficient? Yes, we do. Practically everybody does.

COUNSELOR BRITTAIN: What is the approximate level? Is it a "B" average, or the graduation requirement?

DEAN McLEOD: That is right.

CHAIRMAN SOMERVILLE: In the majority of cases, I think you will find they must be meeting graduation requirements at least, and this applies to choral groups, glee clubs, as well as to athletic teams.

Are there any other questions? If there are no other questions, then we have all the problems solved.

Do not hesitate to go up to anyone here while you are here in these next few days, if you have something which you feel he can help make a contribution to your problems.

I was not introduced on the program, so I will introduce myself now, since we have completed this meeting. My name is Joe Somerville. I am the Dean of Men at Ohio Wesleyan University. Thank you. (Applause)

... The Orientation Meeting adjourned at four-thirty o'clock ...

SUNDAY EVENING SESSION

April 7, 1957

The first General Session of the 39th Anniversary Conference of the National Association of Student Personnel Administrators, held in Durham, North Carolina and Raleigh, North Carolina, April 7-10, 1957, convened at six-ten o'clock, Dean Frank C. Baldwin, Cornell University, President, presiding.

PRESIDENT BALDWIN: Ladies and Gentlemen, we shall ask Dean Arden O. French, of Louisiana State University, to offer the invocation.

DEAN ARDEN O. FRENCH (Louisiana State University): Our Father in Heaven, we invoke thy divine blessing on this, the opening of our convention.

We thank Thee for the dedicated purpose of our profession. We pray for Thy guidance in our deliberations, for renewed vision in our perspective, and a high sense of responsibility in our task.

Bless this food for the nourishment of our bodies and use in our service. We ask in Jesus' name. Amen.

... Dinner was served ...

PRESIDENT BALDWIN: Ladies and Gentlemen, may I welcome you all to this first session of the 39th Anniversary Conference of NASPA. We are very happy to see you all here. It is grand to see these faces again and renew old acquaintances. Many of you we met out at Berkeley last summer. Now we have the pleasure of being down here in North Carolina with this glorious spring weather, which we thought no longer existed.

I think you will be interested to know that many of those who are sitting up here at our table are members of the Executive Committee, and so that you will know who they are, we will start at my extreme right, and come down the line.

... Introduction of Executive Committee members and Distinguished Guests at the head table ...

PRESIDENT BALDWIN: The speaker tonight is one who did not have to come far to be here, but many of you know him

already. He is a native North Carolinian. He attended Duke University as an undergraduate. He took his graduate work at Columbia, and after finishing that, he taught English at Winston-Salem High School for two years.

He was then the Assistant Dean of Trinity College, which is the Arts and Sciences College of Duke University. He was also a Dean of Men, so he is one of us, and has been one, and knows many of you from past years. He has also been the Dean of Trinity College, and that is for 14 years. Then he moved into the Vice Presidency in charge of student life. He has held both of these offices for 10 years. So he knows something about the student life situation that we all meet in our everyday life.

This fall he became Vice President of Duke University and that is his full time duty -- he delegates to it full time.

It gives me great pleasure to introduce to you Dr. Herbert J. Herring, who will talk to us on the theme of our Conference, which is "Basic Integrity as an Educational Goal." Dr. Herring. (Applause)

DR. HERBERT J. HERRING (Vice President of Student Life, Duke University): Mr. Chairman, Ladies and Gentlemen: I suppose one should not crow about his good fortune when others have ill fortune to bring it about.

I must admit that those of us in Durham are rather pleased that the state legislature is in session in Raleigh, (laughter) and that we can have the privilege of having your group meet with us. (Laughter)

I do not think I can say this, Mr. Chairman, quite as sincerely as it ought to be said, but while I appreciate very, very greatly the privilege of speaking to this group, frankly, I feel quite inadequate to the task, especially in the light of the topic which is your Conference theme. It is a topic in which I have a deep interest, a topic which I consider everlastingly vital. At the same time, it is one that I am not so sure that one with as good judgment as he ought to have would be willing to try to take hold of.

I was told to speak within the framework of this topic so I am going to try to look at it from my point of view, perhaps as an overall.

Maybe I would have done better if I had remembered the

story of the fishing party. In this party there was a minister, and a layman friend of his. The sea got pretty rough, so rough in fact that people were quite afraid, and the layman began some vigorous praying. Finally, he said, "O Lord, if you will just spare me to get out of this, I will give you half of everything I have." Well, they got out. Sometime later the minister noted that the gentleman had not cashed in on his promise to the Lord and spoke to him about it. He said, "Oh well, I have made him a much better deal than that. I just told him I would give him the whole thing if he ever catches me out there again." (Laughter)

Maybe, Mr. Chairman, if I had taken one small phase of this and tried to talk to you about that, that would have been more than I could have done. But one who is not expert in any one phase of it, probably better try to speak about more than one phase.

I want to make a statement before I begin trying to talk about this, and Ed has the watch, and if I talk longer than the time allotted he ought to know it.

I am quite aware of the fact that there are those who have said that the American college has tried unsuccessfully to ride two horses. In the first place, say some of the critics, we have tried to teach morals and manners, and subject matter, and either one is too much for the average man to do; and then we have made a bad job of both.

I am also quite aware of the fact that a college is only one of the places in which a person gets a part of his education. There are many, many other factors over which we have little control which have a lot to do with it.

But I think I know that the sort of thing that causes a man to go into what the late Dean Galls referred to as the practice of unhappy profession, causes him to feel interested in that which is at the grassroots, that which is basic.

So with this explanation, to let you know that I have heard that we do not do well that which we do, and that I am conscious of the home influence and other things, I still want to talk about this topic which I consider extremely important.

As a matter of fact, I sort of feel like I might be talking about the value of the Christmas spirit, or the hazards of sin, in attempting to talk on this old fashioned, nevertheless

vital subject. It is timely, and it will always be timely if it is vital in human life. I do not shun the old fashioned, and do not shun the truisms of life, if they are still true in my judgment, any more than I propose not to eat breakfast tomorrow morning for the reason that I have eaten it for 50 years or more and still like to do it.

There are, I am completely certain, inescapable certainties for the governing of human conduct which, when discovered -- not made -- do not lose their vitality with age, rather they assume more permanent stature as they are tested through human experience, and this I think is characteristic of the theme of your Conference.

Your theme, Basic Integrity as a Goal of Education, is quite obviously a theme on values. It cannot, therefore, be properly examined and discussed without a reference to its setting. I am quite certain that in this group we are likely to have agreement on the following quotation, from "The Purposes of Higher Education" by Huston Smith:

"To be effective education must relate itself constructively to the basic value questions of our age."

In this presence it is not necessary to do more than remind ourselves of the value problems posed in seemingly opposite points of view. Huston Smith has indicated the problem in these words:

"Teachers will be unsure whether their underlying responsibility is first to initiate students to the eternal varieties of life, good no matter when or where; (2) to search out and advance those values peculiarly appropriate to our own cultural setting, or (3) to accent self-discovery, helping each student to find and develop those values peculiarly befitting himself as a unique individual."

Certain it is that, no matter whether the student recognizes the problems in their philosophical clothing or whether he does not, his attitudes and conduct will be affected by the seeming dichotomy which exists in different points of view. Educators themselves have not been able to reconcile the divergencies inherent in these points of view. It is unrealistic however to approach the subject of integrity as a prime value without recognizing the confusion which exists so generally in the problem of values.

To list briefly some of the conflicting views: What

shall we say to the difficulties involved in reconciling the theory of "(1) Absolutism vs Relativism? (2) Objectivity vs Commitment, (3) Freedom vs Authority, (4) The Individual vs the State, (5) Egoism vs Altruism, (6) The Sacred vs the Secular." [Smith]

Let us think for a moment about absolutism and relativism. There are obviously those who question whether those in education can follow the absolutist pattern of thinking. They question whether this position is valid in the experiences of one person if it is valid in the experiences of another; whether absolutism can hold in a climate of different mores; whether there can be any such thing as a sound position in absolutism which is equally valid in varying cultures. It is argued that the rigidity and uncompromising thinking of the absolutist does not provide the essential freedom necessary for individual development, that finite minds are incapable of comprehending completely absolute and unchanging patterns of conduct and that, indeed, these patterns vary from generation to generation and according to time and place. No one can deny that this pattern of thought provides certainty for behavior, and that security in one's convictions is essential as a dynamic and motivating force in human conduct.

On the other hand, the relativist is convinced that patterns of thought and conduct must of necessity change in a universe of change. The discoveries in the sciences, natural and behavioral, have stimulated the thinking of many in the direction of relativism. While it is recognized that our attitudes and convictions change in many areas of thought and conduct, one who is inclined to the position of the relativist needs to ask himself to what one relates his values. Are values tested by one's subjective desires if, for him, a given pattern of conduct seems to fulfill his needs? Is it sound to assume that the mores of a given community can be considered principles on which one should test his conduct? Quite obviously, this kind of thinking is susceptible to the determining of conduct by one's subjective attitudes.

Is it not reasonable to believe that there are certain absolutes which transcend individual differences, time, and space? Is it not equally certain that there are situations in which the principles of relativism can not only be readily applied, but in simple truth must be applied for effective living?

It would appear, therefore, that the task of those who seek to guide the thinking of those who are in the process

of learning should recognize the apparent certainty that there are definite qualities of mind and character which appear to be as certain as the laws of gravitation, while at the same time indicating the truth in the position of the relativist.

One further reference to the six sets of problems indicated earlier. The problem of objectivity vs commitment hardly appears to be as great as it is sometimes assumed to be. In the first place, I do not believe there has ever existed a completely objective person. It is difficult for me to visualize a competent scientist with an objective attitude toward life who is not at the same time driven by the force of great convictions and a commitment to them. It would appear, therefore, that Pascal put his finger on the truth:

"A man should be able to deny well, to doubt well and to believe well."

Here we have possibly touched on a sensitive spot in the classrooms of our colleges and universities. In relatively recent years, the desire for meaningful objectivity on the part of many of our teachers has apparently influenced them into great reluctance to express their convictions about their subject matter.

I would plead for an intelligent and informed use of both of the principles of objectivity and commitment. I do not speak for a blind commitment to outmoded patterns of thought and conduct, but for a high sense of the responsibility for the objective approach through learning and for its use in life, knowing full well that he who achieves worthy goals will be deeply committed to what he believes to be basic in human conduct. This involves intelligent faith in integrity and the sense of responsibility for the support of his convictions. Elton Trueblood has a word for us here:

"Moralizing cannot stand against a burning faith, even when that faith is an evil and perverted one. It is almost as ineffective as an umbrella in a tornado. The only way in which we can overcome our impotence and save our civilization is by the discovery of a sufficient faith."

But it is not my purpose to dwell on such philosophical problems as those to which I have made brief reference. Added to the value problems posed, we must not overlook the confusion in our thinking which has been highly accentuated because we live in the backwash of two world wars. I am quite

certain that there is not a person in this room who is not aware of the impact that war has had and is having on the thinking of the public in general. It is unlikely that student's perplexities can be viewed apart from the climate of opinion from which they have come.

Furthermore, especially the sensitive and thoughtful in our student bodies, have been confused and concerned about the distortion of truth which seems to be an essential trademark of war. In the name of the expediencies of the moment, the leaders of men have felt compelled to arouse the feelings of an unthinking public by whatever piercing arrows might hit the mark. Can we expect that the nations of the world, however just the cause or urgently necessary the conflict, can declare a holiday on the humanity which we have been taught to respect without affecting the minds of men?

I do not speak as a pacifist who would assert that under no conditions would he advise war, but I am tetotally convinced that war is always a second choice or less and that it provides a dangerous horn of a dilemma from which those directly involved and those indirectly involved will suffer. It is certain, is it not, that the Sermon on the Mount has neither produced war nor been found generally useful in its prosecution.

It is a truism to make reference to the rapid and drastic changes which we have experienced, especially in the last half-century, in a shrunken world. I fear, however, that we are given to making easy reference to these changes as though we fully understand how completely they affect all peoples in the world. We are quite aware of the rapid changes in communication; perhaps we think infrequently of the great changes in the leadership of nations in the past two thousand years. Indeed, I wonder if students who are taught to read the facts with reference to changes in all areas of our life have emphasized upon them clearly enough the meaning of these changes. In the light of even a cursory understanding, which is all that I claim to possess, there is little wonder that many unseasoned and untrained minds are, even though they do not realize it, acting as though they had adopted the words of Omar Khayyam:

"I'll take the cash and let the credit go."

When one allows himself to dwell on the happenings in the world for the past forty years, he is inclined to spell confused with a "K" and to sympathize with the lost monkey. Many of you have doubtless heard the story of the monkey who got

out of his pen in the zoo and nobody could find him. They turned the place upside down, and finally somebody suggested that if they would turn another monkey out, the second monkey might find him. They followed the advice, and out of the building he went, across the grounds and into another building, up the corridor and into the zoo keeper's office.

The second monkey closed the door in a hurry, but not before the followers had noted the first monkey sitting in the zoo keeper's desk. They heard this conversation. The searching monkey said, "Where in the world have you been, and what have you done? We have turned the place topsy turvy."

He said, I am sorry. I'm very sorry," said the second monkey, "that I ever came in this place because I am confused, horribly confused, terribly confused."

He said, "What's the matter?"

He said, "You see this book? This is the bible. This book is Darwin's 'Origin of the Species.' The bible says that I am the zoo keeper's keeper; and this says I am his brother. Which am I? The zoo keeper's brother, or the zoo keeper's keeper?"

Well, I suspect we sometimes feel right confused on that issue. So confused in fact that I suspect we might spell awkward with a "k".

In thinking of these changes and in many cases the regrettable causes which brought them about, I have to be reminded of the distinguished writer's article a few years ago. The article was, as many of you well remember, in the form of a letter to his son in which he argued that there is nothing fixed in the universe; everything is in a state of change. On the ineffective and treacherous position that this kind of reasoning produces, Walter Lippman has a word in his Preface to Morals published against a public attitude that "everything is lovely and the goose is hanging high." Lippman said in substance: this generation, unlike the generations which have preceded it, has cast overboard its faith and, in consequence, drifts like ships at sea without rudders and knows not whence it goes.

Your theme for this conference points up, I believe, the urgent need for an absolute position, supported by both reasoning and faith, in the imperishable value of integrity of

mind and conduct -- an essential way of life for all men everywhere.

I do not want to commit the unpardonable error of generalization on obvious truths, but I cannot get out of my own thinking the problems created in the area of personal integrity by the questionable practices of nations throughout the centuries.

How much impetus is given to the individual to speak with impeccable honesty and forthrightness to his fellows when he finds it difficult to understand the language of men in high places of the governments of the world? However imperative tact, diplomacy, and subtly worded memoranda must be, is it likely that the premeditated ambiguity from the pens of many leaders of the world may be dimming our senses to the necessity of strict and unfaltering integrity?

One other old-fashioned look at ourselves as persons. Human beings are a part of a universe of law and order. The lower forms of life are apparently content to follow instincts. Because of his mind and spirit, man is not content to do this and shows no signs of ever being content to do so. It seems perfectly clear, therefore, that there are certain traits of mind and spirit which must be espoused constantly and emphasized in all means of learning if the race is to preserve itself.

We take it as a fact so obvious as to make repetition of it almost ridiculous, that at all levels teachers should teach the truth as they know it. We would consider a teacher out of his mind if he did not assert with great confidence that two plus two make four or that c-a-t spells cat. We believe that those who study arithmetic should know that it is important to add two and two to get four.

It is obviously recognized that all of the truth is not known in a given area, but the responsibility of teaching it, insofar as it is known, is never doubted. We recognize obviously that there must be room for discoveries which broaden knowledge, for example, in the field of physics. To take another example, 50% of the drugs now on the counters of the drug stores were not known ten years ago.

Accuracy and truth in subject matter are essential for their use and essential in the development of attitudes and character. If, therefore, these instruments of learning must be true, is it not likewise true that the user should use them with complete integrity?

Men do not need to be walking telephone directories and encyclopedias. Mere accumulation of facts will not bring knowledge -- another statement glibly quoted, but I fear too infrequently understood. Information, facts, principles of matter are to be used as tools by men. If they are correctly used, they will be related to life and will motivate conduct. It is the same old truth that the subject matter can never be accepted as an end within itself; rather the subject matter is for the student and not the student for subject matter.

It takes no great acumen to understand that one who is not governed by a sound code of ethics is far more dangerous with the sharpened tools of education than without them. If then, the purpose of college is to understand and enhance human life in all of its aspects, how could we for a moment assume that personal integrity could ever be left out of a worthy goal of education? Ideals of mind and conduct should be just as real to the teachers of the young as the facts which are taught. George Elliott states that:

"Ideals are but barren things until they become incarnate." This should be a guide post.

He who would assume the responsibility of teaching and guiding would do well to remember the truth of Carlisle's statement:

"Mind grows not like a vegetable by having its roots littered with etymological compost, but like a spirit, by mysterious contact of spirit -- thought kindling itself at the fire of living thought. How shall he give kindling in whose own inward man there is no live coal, but all burnt out to a dead grammatical cinder."

What does all of this mean insofar as the curriculum is concerned? It appears imminently clear that the goal of integrity in personal life cannot be achieved without a study of the past and the present.

The university must be more than a storehouse of ancient knowledge; it must be this, but it must also strive to examine the present in its proper light and to foresee the future with as much accuracy as possible. We cannot hope to make progress toward this goal without an emphasis on the natural sciences, the social sciences, and the humanities -- the total body of man's knowledge. It would appear that one who studies science aright should develop a greater integrity

of mind and conduct as he progresses in his understanding of natural and behavioral sciences. I would consider myself more stupid than I believe that I am were I to allow myself the idle possibility that a holiday could be declared on the sciences in order that the social studies and humanities might catch up. It is, however, inconceivable to me that one could learn about the hopes, fears, and aspirations of men from the multiplication table, a chemistry test tube, or a set of tuning forks as well as he might from an earnest study of the music, literature, art, and record of man's activities. Alexis Carrell's statement deserves our attention:

"Man must now turn his attention to himself and to the cause of his moral and intellectual disability ... there is not the shadow of a doubt that mathematical, physical, and chemical science is incapable of giving us intelligence, moral discipline, health, nervous equilibrium, security, and peace."

Perhaps infinitely more important than the subject studied is the quality of the teacher who teaches, teachers who do not confuse the great truths as they are known with the sacred lines of departmental demarcation drawn by vested interests. Essential to the task are teachers who are thoroughly equipped in their specialties, but who at the same time are convinced of the totality of the body of knowledge and its unmistakable inter-relation in human conduct.

If ideals are but barren things until they become incarnate, is it likely that the teacher who does not demonstrate such qualities as fairness, strict honesty, convictions about the truth he teaches and its value to those who are taught, will be able to stimulate younger men in subject matter or in living principles?

I am thoroughly convinced that one does not need to lose the objective and critical outlook, sympathetic appreciation for differing points of view, an open mindedness to new truths, while at the same time standing firmly on convictions on which he should be more informed and more mature than his students.

To point up two or three references -- most of you I am sure can expand on them -- I want to refer briefly to two or three teachers whom I have known for a number of years.

I remember several months ago hearing a very distinguished physicist who is recognized as a first-rate scholar discuss the history of and changes in the field of physics

before a group of graduate students. After having done a clear and effective job in his presentation, he made with equal emphasis this statement:

"This, ladies and gentlemen, is the point at which physics now ends and faith, just as real as the laws of physics, must take over." And he took his seat.

I want to quote a part of a letter written in 1946 by one of the most brilliant young teachers and college officers whom I know. This letter was written after he had earned degrees in two of the leading universities in our country, and following months of experience as a Naval officer in the Pacific. He says this:

"I have felt all along that the students of my immediate generation were betrayed at the hands of the modern philosophy of education. It preached a gospel of sublime disinterestedness at a time when students needed so desperately to have convictions that would enable them to sacrifice their lives with joy and courage and faith."

"This reliance upon disinterestedness led teachers to present all philosophies on an equal footing of respectability. I heard not one word of condemnation against German philosophy and nothing but praise of Plato's Republic. Yet in two years the call came to fight to the death against the application of some of these very principles."

I will make one other reference if I may. Are you watching the time, Ed? I am afraid to ask you that, because I am afraid of your answer.

In a conversation with a distinguished political scientist who has lived for some time in other parts of the world, this observation was made during the war. He was commenting on the necessity for the presentation impartially of fact and subject matter. He said, "I have been guilty of that, and the best men in my profession have been guilty of that. I intend forever, and so long as I am able to present fact. I intend to present democracy and communism and socialism, and any other sort of an ism as faithfully and honestly as I can, but never again," said he, "will I be guilty of the unforgivable error of not letting my students know what my convictions are and telling them they are my convictions. They need," said he, "to know that there is in my mind as a scholar certain basic truths on which I have built certain attitudes to which I will subscribe."

It is sound, I believe, to teach and direct our collegiate programs in whatever areas will aid students to practice the admonition: "To thine own self be true." But, it is also the part of wisdom to raise the question as to what kind of self should one be true to.

I will not belabor this. I am not even going to try to illustrate it much. I do not need to in this presence. But, should we not urge our students to reject the prejudices of an outmoded past? Should we stoop to an emphasis on the tools of life instead of the best attitudes of life itself. Should we be content with producing more and better accountants, engineers, etc. or should we search our brains and hearts more vigorously to determine whether we do not have a deep responsibility to help young men and women develop in greater measure the intrinsic values without which expert training in any field may be used to the hurt of the society of which our students are a part.

Seriously, we must ask ourselves what measure of absolutism and what measure relativism, called by whatever names, will help the individual to develop into a sound personality. We dare not overlook the emphasis which must be put on both objectivity and commitment; on authority necessary for lasting freedom; on the rights of the individual and the indispensable role of the State in modern society, as we understand it in the light of past experience; on the imperative of individual development and individual achievement without destroying the sense of world-wide community responsibility.

May I pause long enough to report that I am not naive enough to believe that our college students are like putty in the hands of an artist, completely without character development and susceptible to every suggestion without either the handicap of earlier training or the indelible effects of it constructively imbedded in the fibres of their being.

Allow me to report two or three experiences. A few years ago when I was serving as an admissions officer, a young man came to see me with his father. When I noted that a semester had elapsed since the applicant's graduation from high school, I questioned him concerning his activities in the interim period. He stated that he had been at home doing temporary work. When I asked him about what he had read during this period, he gave me the titles of several books and magazines which he had read. I told him that I would write to him when his record had been completed. A week or so later I discovered that he had been enrolled in another college during the period under discussion,

whereupon I informed him that it would be useless for him to complete his application. To this day I have heard neither from him nor from his father who was present throughout the entire interview.

I recently talked to a young man about a problem which it seems to me should have been embarrassing. He had ordered from an automobile agency an expensive car after his father had told him that he was at liberty to select any car he desired. After ordering a car with special accessories, causing the agency considerable expense in telephone and telegraph charges, and after turning over the title to his used car to the dealer, he called his father and was told by him that he could not have the brand car he had ordered. When the young man asked his father how to get out of his obligation, the father replied, "I don't know but get out the best way you can." The student then went to the dealer and told him that the father would not permit him to buy a car. Upon receiving the title to the old car he bought a car from another agency that afternoon. The student then insisted that what he had done was the best thing to do because it seemed the least embarrassing way out for him and his father. Where was the emphasis on integrity as a cardinal virtue in this family?

Take one that does not seem quite so bad. About two years ago a young man who had been admitted to the freshman class came to see the officer in charge of student aid and requested scholarship assistance. When asked to state precisely what his family could do in his support in college, he replied that he did not know, that his father had told him to come and see what he could get and he would do the rest. (Laughter)

You have actually been far too generous, and allowed me to talk much longer than I hope you will ever tell my wife I talked. I will never get over it.

I tried to say -- and I am going to leave these notes. I do not like them anyway. It is perfectly obvious the position that I feel keenly, and it is that a sense of honesty, of straight personal integrity, is as essential to progress and to the welfare of the individual and society as the utensils of a man's hand. After all, a utensil is no more than a garden hoe. I see no difference between a Cadillac and a hoe, except the difference of degree.

I see a tremendous difference and a more meaningful difference in the man who does not have scruples, the man who does not have something to live by, the man who does not have

guide posts that he will defend, and I know it was on those principles that democracy was established. I know where and to what I am indebted. I know to what you are indebted.

We are indebted, Ladies and Gentlemen, to the Hebrew-Christian conception of life, and it is against that touchstone that I would test values. (Prolonged applause)

PRESIDENT BALDWIN: Dr. Herring, we are indeed grateful to you for coming out here this Sunday night and giving us these ideas. You have certainly stimulated us. We liked your notes. You have given us something that I am sure we can all take away with us. We will have much discussion about this in our subsequent sessions. I am sure that many of these ideas that you have given to us will be talked inside and out before this Conference is over.

Again we thank you for coming to us this Sunday evening and starting us off on this Conference.

Following this we have a reception, as you probably all know from our program, in the Crystal Ballroom, and it will be a reception for all Deans, visitors, their wives, and there will be refreshments.

However, before we disperse, we have a few announcements from our genial secretary, Fred Turner. Fred.

SECRETARY TURNER: President Ted, and members of the Association: We have lots of announcements.

... Conference announcements ...

DR. HERRING: May I add my personal welcome to the Rotary Club, which meets in this hotel tomorrow. I want to assure you that I am not going to speak, and that should be some inducement. (Laughter)

May I also say, Mr. Chairman, that we shall be delighted to have any of you who have the time visit the campus. If Dean Cox does not know how to direct you around, Dean or Mrs. Cloyd do. If you come to the campus I would count it a personal privilege to be of any service to you that I can.

PRESIDENT BALDWIN: Thank you, Dr. Herring. I think you all heard that announcement. You are welcome at Duke University during the next two days, and Dr. Herring will be glad to welcome you there.

I should say something that probably some of you do not know. Those of you who are attending the meeting here for the first time, our freshmen here, wear the green ribbon. So when you see them, go right over and say hello to them; and likewise, you with the green ribbons, do not hesitate to come up and ask any questions. Some of the answers will be right and some of them will be questionable. Nobody here claims to have all the answers.

We like to feel this is a friendly group, so do not hesitate to introduce yourselves around to all of the members and the ladies.

Are there any further announcements before we get under way? If not, this adjourns the meeting, and we will look forward to meeting you all personally during the next few days.

... The Conference recessed at seven-fifty o'clock ...

MONDAY MORNING SESSION

April 8, 1957

The Conference reconvened at nine-ten o'clock, Dean Clarence E. Deakins, Illinois Institute of Technology, presiding.

CHAIRMAN DEAKINS: May we come to order please. I have a report that almost everyone has had their morning coffee and we will call the second general session to order. The first order of business, as is customary, are some announcements from our Secretary Fred Turner.

SECRETARY TURNER: "Deke," and Members of the Conference: Here are some announcements. Number one is that the Executive Committee yesterday afternoon set the deadline for the receiving of resolution material at one p.m. tomorrow afternoon, Tuesday. In other words, if you have any resolution material see that it gets to George Peters by one o'clock tomorrow afternoon. Is George in the room? Here he is. Stand up, George, so they can see you. If you have any Resolution material get it to George by one o'clock Tuesday afternoon. That will be the deadline for resolution material.

... Further Convention announcements by Secretary Turner..

CHAIRMAN DEAKINS: Thank you, Fred.

In every organization it is traditional that the President give a report to his constituents, give an accounting of his stewardship, and also point the way for the organization's future. In Chicago, we get quite accustomed to having men use names other than those given to them by their mothers for various and sundry reasons. You will notice on your program today that the speaker, our President, is listed as Frank C. Baldwin. It is a pleasure for me to present to you our President, Dean Frank C. Baldwin, of Cornell University, alias Ted Baldwin. Ted. (Applause)

PRESIDENT FRANK C. BALDWIN (Cornell University): Thank you, "Deke." "A Few Thoughts on Integrity."

One of the first signs of spring on a college campus today is the influx of company representatives, the silver-tongued salesmen of prestige jobs, offering high salaries, big business affiliations, and security -- all spelling out a rosy plus-carpeted future.

This year, our campus newspaper ran a series of editorials on this generally accepted practice of courting June graduates. It

pointed out that there is a certain cluster of attitudes which seems to be growing in importance among college graduates soon to become junior executives in our society. This outlook they call the "New Realism." Essentially, it seems to be the way of accepting the status quo and of preparing to fit into it. It should not be labeled conformity, but rather the outgrowth of a moral imperative to guide oneself through the pipe-line from high school to college and into the bonds of a big corporation. In many respects, this is a practical, down-to-earth attitude.

Quoting from William H. Whyte's book, "The Organization Man," the editorial writer went on to say that a body of thought is being accepted unconsciously by many young people in order to make morally legitimate the pressures of society against the individual spirit. Put in every-day words, this translates to something like "to make a living now-a-days, you have to do something that somebody else wants you to do." Many good things about company life are recognized, but the big trouble is that the life led may not be entirely your own. Although this "New Realist" will not admit surrendering himself to his company, but rationalizes that the group is the best creator and that the individual needs to "belong," his destiny may be controlled in many respects by the corporate conscience.

Our editor then went on to contrast the above surrender to security to the challenge of individual work where growing maturity comes along self-impelled ways. Although it is admitted that few Schweitzers evolve through the years, the individual endeavor and worth are held up as increasingly important in an age of conformity.

Published in the campus paper at the same time were articles of a newly formed campus group, the "Society of Individualists," whose principles were, in part, stated as follows: "Individuals regard society as starting from the individual man. He has unlimited creative energy which he can use to help himself as well as society. This individualist would set a free society to induce him to develop his potential most effectively, either through his own efforts, or in conjunction with others. This society would allow him to contribute as much or as little as he deemed necessary. Individualists believe that society is greater than the individual only in so far as it is free. It is limited to the power of the individual minds that control or direct it." These two opposed voices, that of the "New Realist" and that of the "Individualist" have doubtless been heard on all of our campuses. They are not new, but probably echoes from many voices of the past. However, they do cause us to pause for they indicate a re-assessing of values which may be hailed with approbation, but,

at the same time, with some trepidation.

We, as personnel people, are concerned with the individual and his place in society. It is a platitude that society is only as good as the individuals which compose it. The millenium would be reached if all of our citizens were individuals of integrity. Integrity? Just what is our current interpretation of this high-sounding word? Here, then, we are launched upon our conference theme, "Basic Integrity as an Educational Goal." The young individual is our particular concern and how we can help him to become a citizen of integrity.

Perhaps we should define the term as one of our professors did this spring in a talk on integrity in which he mentioned that integrity is not a virtue in itself, but rather, signifies a moral condition and testifies to the presence of one or more virtues. Further, it implies a readiness to apply these virtues or moral principles to the serious business of living. If we go back to its derivation, it actually means a wholeness or unity. So then, a man of integrity is he who steers his whole course by a set of moral principles. Do we all subscribe to the same ones? Do our undergraduates have any codes to which all subscribe?

Bless Perry wrote of trying many years ago, to get Dean Briggs of Harvard to adopt the Honor System there. It seemed to be working well at Princeton and at Williams, but the good Harvard dean would not be convinced. There are, alas, he said, too many untouchables in a great university and you cannot send a boy to "Coventry" if he lives in "Coventry" already. Have we a "Coventry" any more? -- that uncomfortable, shadowy fringe-land beyond the pale to which one used to be consigned for failure to abide by society's standards. Or does society have no standards except material success criteria?

The real issue before us, it seems to me, is to help the individual withstand the pressures of society and endeavor to decide what standards and what moral principles he can recognize as infallible sources of inner strength and purpose. How can he apply them to the intricate problems of living? It is all well and good to talk about cultivating individuality or about being a non-conformist, but by so doing, is there not the danger of throwing out the baby with the bath? Is there not the danger of losing all standards and justifying anti-social behavior as a form of self-expression? Do we not excuse misconduct often because of an emotional upset or psychological maladjustment, or of being different, just to be different -- the "Bohemian" existence? Emerson says, "Whoso would be a man, must be a non-

conformist," also that, "the populace think that your rejection of popular standards is a rejection of all standards." He then goes on to say that the law of conscience abides and "if anyone imagines that this law is lax, let him keep its commandments one day."

How does this law of conscience speak to the young man or woman of 1957? In spite of the yen for so-called security, youth has felt and still feels the urge to make a positive contribution toward world progress. With the coming of the H-Bomb science has made it clear that still the most important part of progress is moral. Without genuine morality, all material, scientific, social, and philosophical accomplishments may be pathways to destruction. Therefore, we must again ask, by what should a young man of today chart his course? There is no easy answer, but here are some of the points of view we meet which, I believe, should concern those of us who work so closely with young people.

Three ideas seem to be quite widely accepted by many college youth. First, the idea that "the world owes me a living." He may be a scholarship holder who takes a campus part time job in order to buy and operate his automobile. He may come in to ask for a grant when in many of our colleges today we have loan funds going begging. Too many students refuse to accept what they call a "mortgage on their future" when a loan would satisfy their needs and should help their spirit of independence. When they are unwilling to assume such a responsibility for themselves, how can we feel that they have real potential for success? This something-for-nothing is most frequently seen in the almost universally accepted practice of hitch-hiking. Regardless of the legality of this practice, even recognizing the possible educational value in meeting all kinds of people and the adventuresome aspects, the "thumb tourist" is, after all, asking for a free ride.

The second questionable idea is, "anything you can get away with is all right." There will always be some cheating on exams, or plagiarism on papers, but few students indulge in these forms of dishonesty without realizing that they are doing wrong. What concerns me are other forms of dishonesty which are considered "smart." For instance, not long ago, we had some students in our home for dinner. One of them offered to say grace which he did with great sincerity. After dinner, he excused himself to put in a long distance call. He gave his own name as the person to whom he wished to speak and a fictitious name as the person calling. This was a pre-arranged system and conveyed a message, without costing him a cent. This he laughingly explained to the group afterward without the least embarrassment.

Last fall, we had a rash of long distance telephone calls which were charged to fictitious names and wrong numbers. An investigation disclosed that one particular telephone in the dormitory was inadvertently connected so that outside calls could be made from it. The word was passed around and a number of long distance calls were made "on the house." Many of the calls were traced and the culprits brought to trial. Some expressed slight regret about the "phony" calls, saying that it didn't seem like stealing to beat the Bell Telephone Company in such an impersonal way. Others voluntarily admitted their guilt. They were humiliated and glad to make a clean breast of it.

Perhaps it is belaboring the point to cite this type of behavior as lack of integrity. Probably, it is more a lack of maturity which does not go much below the surface. It behooves us, however, to point out its implications. As a child, we might have reached in our mother's pocket-book for some loose change, but there comes a time when this form of behavior is not generally accepted in our society.

A member of our noble profession told me last month of an episode he experienced with a student in his college. The boy found, after living for a month in a rooming house that he could get a much better deal in another location and, therefore, wanted to move. The only way he could be released from his contract was by obtaining a leave of absence from the college. He approached the dean, asking him to sign a statement to the effect that he, the boy, was leaving college. On being asked why he was leaving, the boy said that he was not really leaving, but that such a statement was needed to be released from his contract. A long heart to heart talk ensued. In helping one such student, we can be hopeful that he, being out on the "firing line" will multiply our efforts. Many students have a greater effectiveness in this area than we may realize.

Some of you may have read last month a story which appeared in the New York Times of a recent college graduate who had been awarded a prize, given annually, to the graduating senior with outstanding qualities of mind and character. A year or two later, the "prize winner" was accused of violating state law by making misleading statements and by misappropriation of company funds. Somewhere in his training the area of basic integrity was neglected.

We have only to glance at the headlines in our newspapers during the past weeks to note the accusations of gross violations in basic integrity in connection with the Teamsters' Union. Many of you from the West Coast are much better informed than I

concerning the particulars.

On the other side of the ledger, we read last month, editorial comment advocating the re-appointment of a member to an influential state group because he has unchallenged integrity and the ability to achieve compromise without surrender of essential principles. The last president of the Philippines, Raymond Magsaysay was termed by one of his countrymen "Our Abraham Lincoln." Among his great virtues was listed his massive integrity.

The third idea, "He didn't mean to do any harm," is one for which we should have concern. It is more difficult to combat as it is tied up with our urge to find psychological motivations for actions. This is often the reason given to escape from responsibility. A young man must be shown the error of his ways and have his moral integrity reinforced. We do not wish to see a student graduate from college without self-reliance gained at being at peace with himself because of the principles of integrity to which he subscribes.

Theodore Greene, in his book, "The Surface and Substance of Education," writes: "The final test of our efforts must be the deepest convictions, the actual behavior, the character and lives of our students after they leave our sheltered campuses. Have we really helped them to become more alive and sensitive, better husbands and wives and parents, better citizens, more humble and resolute and tolerant as human beings?"

Along this same general theme, Sir R. W. Livingstone, former President of Corpus Christi College and Vice Chancellor of Oxford, has written some thoughts in his "Education and the Spirit of the Age," which have relevance to our theme. He says: "We should expect help from education. If it does not send out its pupils into life with at least the rudiments of a philosophy of living, it has not given them what they most need. But education has not taken this, the most important parts of its duty, seriously. We have not yet fully woken up to our predicament, still less to the steps necessary to meet it; we still act as if we were living in a world supported by a common belief and accepted standards. We do not realize that we are back in the moral confusion of the Greek 'Age of the Sophists' We acquire moral habits by practising them, just as skills of hand or eye are acquired; as the bricklayer becomes a bricklayer by laying bricks, or a violinist becomes a master of his art by playing the violin, so we become truthful by telling the truth and brave by acting courageously, till truth and courage become second nature."

These miscellaneous remarks are intended only to help set the stage for us in this conference as we proceed to discuss the theme "Basic Integrity as an Educational Goal."

How we can contribute by our words and deeds as student personnel administrators in our respective colleges is our immediate concern.

We can say with Polonious, "to thine own self be true" and hope that the student will measure up in integrity wherever he finds himself. To help the undergraduate find these principles in the difficult choice between conformity or development, surrender or cooperation, or a skillful mixture of all is our task.

Our opportunities are legion. (Prolonged applause)

CHAIRMAN DEAKINS: Thank you, Ted, for a very fine statement of our theme of the Conference. Our program so far has not given the individual members a chance to express themselves and our schedule this morning calls for discussion on our speaker of last evening and also our President's comments of this morning. Is Dr. Herring in the room? Is he here with us this morning? I thought if he were maybe you would want to address some particular points or questions to him.

The meeting is now yours for any discussion of our theme of the Conference. All right, the meeting is open for any general discussion of the theme of the Conference.

DIRECTOR VICTOR R. YANITELLI (Fordham University): In this discussion on basic integrity, I noticed that Frank came very close to telling us just what we mean by "integrity," and I think the meaning is essential to any discussion. We have to know what we are talking about because we who talk about the experience in democratic living that we are trying to give our students will not precisely know what we are trying to do unless we know what we mean. Frank, would you help us?

CHAIRMAN DEAKINS: There is the ball to you, Ted.

PRESIDENT BALDWIN: Obviously, it is not an easy thing to define because, as I say, it involves so many different attitudes that you can have. It is not just honesty. It involves honesty, and principles, and many other items. As I say, I have tried to find some definition, but I did not want to bore you with the definition from the dictionary. It is one of those elusive characteristics, or summary of characteristics which it is hard to put your finger on and say "This is it," because there are so many different ideas. And as I say, we have students who come in

and say, "I see nothing at all wrong with this. There is nothing at all wrong with asking for a grant even though my father is worth half a million dollars. If I can get it, why not? It is there to get." Other fellows I have had come in and explain what the situation is, and we explain how we are trying to help the son or daughter of a school teacher or someone who has limited means, and I have had them walk out of the office and say, "Sorry; forget I was ever in here. I have come to the wrong place and I begin to see it now."

That fellow is having some feeling of integrity and he is beginning to get it first hand. But they do not realize it unless you point it out to them. It is amazing -- I didn't put this in because I didn't want to quote too many things. I am sure your institutions are not affected the way ours is, but we have in our campus patrol practically a whole file of letters written by parents to the effect that they were on the campus at a given time and that they are the one who parked the car and not their young son. We know very well they were not there, but you cannot call a parent a liar. We know very well they have been a part and parcel of this sort of thing, and that they were not anywhere within 100 miles or 200 miles of the campus; and yet they are willing to write in and save that boy a fine of \$5.00, and therefore, to my mind, they perjure their soul; but it didn't bother them at all.

If you do not get this from the parents what can you expect of the son? We cannot start in on the parents. We have them away from us. At any rate, we can start in with the son so that possibly the second generation, if we live that long, we may be able to profit by some of the integrity we may be able to instill in some of these young people to show them what is right and what is wrong.

There are gray areas; we will admit it. A thing that is right to you may be wrong to me; or a thing that is wrong to me may be right to you. But where we put our finger on this line I do not know because there are gray areas in there which is the toughest part about defining integrity.

CHAIRMAN DEAKINS: I think it would be well if I tossed the ball back to our questioner and asked him if he would tell us his concept of these basic values. (Laughter)

DIRECTOR YANITELLI: Some day I will learn to keep my big mouth shut. (Laughter) Clarence, I am here to learn.

CHAIRMAN DEAKINS: That is not fair.

DIRECTOR YANITELLI: Is that cheating? (Laughter) Well, as I view it, if you want a subjective opinion now, avoiding the areas of religion and what other people may think of as a fixed philosophy with dogma behind it, because as soon as the Roman collar is noticed everyone says, "Well, his thinking is done for him." I would like to prescind from that and take it as an American citizen.

From the point of view of democracy, freedom imposes, to me, a burden of responsibility on the man who carries that freedom. That responsibility is shown in the man's actions with regard to respect for his neighbor's rights, first of all; and secondly, with regard to the fulfillment of his obligations, whether anybody is standing over him with a big stick or not. To me that is basic integrity in a democracy.

CHAIRMAN DEAKINS: Thank you. Now then, let's hear from some of the others.

DEAN AMOS B. HORLACHER (Dickinson College): I do not really disagree with anything that Dean Baldwin has said. Everything he said was right. But I seem to think that some of the things ought to have been said about the college, our colleges and universities, with respect to integrity that were not said. I do not remember when I first heard the word "integrity" in my life but I am sure at home I was taught it. I do not think my family ever used it, but I did certain things certain ways, and you did not do certain things other ways; and then later on I came to know what this was. I find the problem of the students that I deal with, and others in different colleges, is that they have a serious question of the integrity of our institutions in every case.

For example, sometimes in the way in which we deal with a dissenting faculty members. Sometimes, the short shrift he gets on academic freedom. They wonder whether we are altogether completely honest in the way we get money from business corporations. They have a little concern, I think, as to whether we are always straight forward and fair with them in explaining things we do.

I think sometimes it is just the fact that they are not mature that they do not see it, but I think that at other times the faculties and colleges assume that perhaps as educational institutions, because we have such good purposes, we do not always

have to be straight forwardly honest. The best students that I know on the campuses -- and I won't name the colleges -- are really concerned about our integrity, and perhaps we might try to go back and teach integrity the way I was taught it; not using the word, but by example.

CHAIRMAN DEAKINS: Thank you. It seems to me that the last speaker has broadened our attention. I assume he included the trustees and the presidents. I think his last remark, however, brought it right home in our own offices. Do we have any other comments?

DEAN WESTCOTT E. S. MOULTON (Brown University): I wonder, do we have any general method accepted by most universities of disseminating principles of integrity? For example, we have at Brown one chapel meeting a week for each student required, where we have ministers, rabbis, priests, businessmen, doctors, and so forth, speak to the students. I wonder if that is generally done in the various colleges?

CHAIRMAN DEAKINS: Do we in our own programs on our campuses have any planned program method of teaching integrity to our student body? Anyone want to speak to that point?

PROVOST MONROE S. CARROLL (Baylor University): We have a similar thing. We have chapel twice a week for freshmen and twice a week for sophmores; not for upper-classmen. And then I think some forms of your student government, your honor council are related to this. Our honor council tries to work with the faculty and works with the students. They appear before the freshmen and the sophmores -- particularly before the freshmen when they come in -- and attempt to explain some things in terms of integrity. I was attending a meeting of USNSA in Chicago last summer and sat around for quite a while listening to students. I was struck by this statement from one of the students. They were talking about this question of integrity and one of them say this: "We all know so much more than we practice in terms of integrity." I think that goes back to what our speaker said a while ago, that these things have to be a part of them. We have to live them and practice them, and we are such creatures of habit that if we do not they won't mean a lot to us.

DEAN WESLEY P. LLOYD (Brigham Young University): This promises to be a very peaceful conference. I think if we called for a vote on all those who believe in integrity we would have a fairly large percentage of us on that side. (Laughter) It is a

rather delightful thing that we cannot define this term, it seems to me. Its strength is in the fact that we cannot define it; the fact that each one of us regards himself as having integrity, although it may differ totally from the integrity of the other man. I wonder if we have not just about already reached the point where what we ought to be talking about is "Integrity toward what?"

If we could regard integrity as a kind of consistency of response within ourselves, each man having a kind of consistency regarding his own sense of values -- I do not give this as an absolute definition, but perhaps as a working base -- then our job here in this conference would be, I suppose, to point out certain kinds of response which would help to hold institutions together and at the same time try and let students and deans and personnel administrators feel some degree of integrity on their own, rather than just merely fitting into the various slots.

CHAIRMAN DEAKINS: Thank you, Wes. I am wondering if during this conference we might call upon ourselves to examine our own practices in our own offices and see whereby we may ourselves perhaps be a little negligent in this area of integrity that we are expecting our students to demonstrate. Anyone care to make some public confessions at the moment? (Laughter)

DEAN M. J. WANTMAN (University of Rochester): My own feeling is that if a vote were taken on the basis of whether or not each one felt that our campuses were guilty of integrity, I think our vote would be unanimously "No." I think Ted, himself, could probably think back over the things that happened on the Cornell campus that suggest that.

We had a man who was a professor, about two or three weeks ago, telling us about some of his investigations into industry, with respect to integrity of industrialists. Then he took out after universities, and he pointed out that on every college campus you can find professors who are subject to bribe. Students will come in and beg for grades and they will actually succumb to such bribery. Our professors write textbooks and then require that those books be used in those courses. That is a question of integrity. I think again, if you ask people whether or not they use the long distance technique that Ted described that the students used, or how many of us use ten cents for a call and the dime is later returned and we put the dime in our pockets, you would be surprised at the answers.

I remember a comment a student made to me with reference to a colleague of mine. He said, "Well, he's bad enough, but a

student personnel point of view shows he's awful." I wonder if any of us could say on our campuses we have actually what we are calling here "basic integrity"?

CHAIRMAN DEAKINS: Anyone else now? You may not have to make a personal confession. You may just cast a stone at somebody else. (Laughter) Personally, I feel very sorry for many of our athletic coaches who are accused of a lack of integrity. I often wonder if their superiors up the line had a little of it maybe their position would be more tenable. Some other comments or questions?

DEAN TOM N. HARRIS (Oklahoma A.& M. College): Mr. Chairman, this word "integrity" has been confusing me too. As I sit here and listen to these expressions from men of varied experiences, I am wondering how many of you remember individuals back in your youth and so forth who inspired you in constructive development, and how many men influenced you and inspired you in destructive development? To me, I think integrity is based on the individual who can inspire other people to pattern after that individual. I myself have been influenced by the integrity of what I consider to be wonderful men who give of themselves unselfishly. To me, this is the root of integrity.

DEAN T. L. BROADBENT (University of California, Riverside) I suspect that most of our students do not come to our campuses for what the student personnel program has to offer. I suspect they come primarily for what the academic program has to offer them, and I wonder if someplace in this discussion we do not need to point out that probably the basic source of integrity on our campus must ultimately lie in the classroom and in a standard of excellence within the classroom? I think the student who finds an insistence on excellence, who finds a refusal to accept shoddy work, will have a marvelous point of departure for all of the other types of integrity that we are talking about here.

I should like to bring this into the classroom with an insistence on excellence, and the great satisfaction that comes from a certain perfection of performance which I think will carry over into all of the other areas.

CHAIRMAN DEAKINS: There is another point of attack on our theme of the week: Integrity in the classroom. President Ted has a comment to make on that.

PRESIDENT BALDWIN: Along that line, I have talked with a number of students -- I do not see them all who are asked to

leave for a lack of integrity in the classroom -- cheating, in other words -- but I see quite a few, particularly before they leave, to try to get them leveled off and squared away so they might come back and pick up. We would like to feel as though they will have a second chance. One of the comments I have had in a number of cases along this same line is from students who have said, "The standards are high. I realized it when I came; but on the other hand, there is a certain premium on grades, and this is what I have to make, a certain average or a certain number of points or I am out. So consequently, you encourage this idea of cheating by setting your standards up here and giving us grades back." Of course, they would like to do away with grades entirely, which has many good points. But on the other hand, they excuse themselves on the strength of saying, "Unless I did this sort of thing I wouldn't have been this far. I have been doing this right along. I just happened to be caught this time, and I am sorry I was caught; and I probably won't do it again unless I have to." But at any rate, this same idea of having the pressure of grades is one of the things which comes back to us as saying, this is the reason why.

Now this explains it. It does not excuse it, but it explains it. I think that is one of the items we get as we go along.

One other thing, while I think of it. I think that was a good suggestion about how we can work as personnel deans in the matter of integrity ourselves. I had that in for a while, and I wanted to cut it down a little bit, which I should not have done probably, but I feel as though students are quite aware of the fact that there is a lack of integrity in many things we do. Sometimes we get used to a program which is going on and think nothing about it. But when we stop to analyze it we might find it is just across the line on things which are done, in the way of carrying out some college programs, scholarships, and things of that sort. We turned a boy down not so long ago because he had an automobile. We said, "We do not feel as though we should give you a scholarship." He named three boys who had automobiles who also had scholarships. He quoted chapter and verse and I could not deny it. I said, "That is the policy of the past, and we are moving into the future here now, and you happen to be one of the first ones we happened to check on." (Laughter)

CHAIRMAN DEAKINS: I see Ted got out of that one nicely.

DEAN HENRY Q. MIDDENDORF (Polytechnic Institute, Brooklyn): I have enjoyed listening to this very much. I was thinking about one of the first questions that one of the men asked with reference

to the type of program that we have in order to teach integrity. I was wondering whether any other of our colleagues in the teaching profession or in the administrative profession at any of their national meetings have ever taken up the question of integrity? I know, as Clarence knows well too, in the engineering profession and the ASEE, they have talks about the question of engineering and scientific ethics, but that is really something which happens to the student about the time that he gets to become a senior, so that when he goes out into the engineering field he will be a professional engineer, or an engineer with a sense of professional ethics.

I wonder also whether or not we are not slightly damned, as it were, by virtue of our particular position because I think most of us in this field also have to assume the burden for academic responsibility. I cannot think of any other group -- at least on my campus -- which has discussed the question of integrity as far as the students are concerned. I cannot think of any meeting of the American Chemical Society which would discuss it from the students' standpoint or from the teaching standpoint. I doubt very much if presidents of institutions when they get together talk about the subject either. They are much more interested in the problems of how are we going to raise enough money to build new buildings and new dormitories and things of that sort.

So we find ourselves as being a little island, as it were, in the campus, and we are responsible on the one hand for creating this atmosphere of integrity, and on the other hand we are handicapped very badly because of the fact that if you "ain't honest" we are going to have to throw you out.

Initially, yes, many of us have faculty committees of student conduct which do the main job of settling the problem of whether a person really cheated or whether it was just a question of the other fellow helping him. But unfortunately, the dean, by virtue of his title, is still the person who has the ultimate responsibility for explaining this to the student. The dean's office is the one which has to receive the parents when they come crying back. The faculty committees which examined the students and make the decisions no longer have to worry about it.

What I am trying to say is this: It is a tremendous responsibility which I think we have placed upon us. I am afraid that I am either going out of here with a very tight halo, or else completely confused; but I think it is a wonderful thing that we have accepted the final challenge of this question of integrity, and certainly I hope that at this meeting we are going to do our

darnedest to do something about it.

DEAN J. E. WILLIAMSON (University of Houston): I would like to illustrate with just an example what happened to me just before I left. I had the president of the Interfraternity Council in my office. I had just discovered by checking the records that three members of his 28 member council were below the academic water level for respectable membership in said body. I said to him, "Why have you permitted them to operate?" He said, "Well, they are good workers and I thought I'd get away with it as long as I could, but now I see you have found out so they will be dismissed on Monday."

I could not take that as the final answer to it. I said, "Well, what about you? How about your responsibility? You have been aware of their ineligibility for some six weeks. Why have you permitted them to continue membership?" He said, "That was your job to tell me to kick them out." (Laughter)

CHAIRMAN DEAKINS: I am sure we have all had experiences similar to that one.

DEAL MC LEOD: I have been hesitant to speak about the etymology of this simple word we are using; but it seems to me that when one analyzes the word "integrity," and thinks of some of the words being used on our national scene at the present time like "integration," we get a picture of what the basic root derivation of this word is, beginning with oneness. Integrity is oneness, and I think it is the unifying factor in our totality of living. Without it nothing else matters.

CHAIRMAN DEAKINS: Any other comment?

DIRECTOR DENNIS L. TRUEBLOOD (National Conference of Christians and Jews): Remembering, Fred, some of the conversations we had regarding Phillip Jacobs study on "Values in Colleges" at the Association of Higher Education meeting, I would like to point out that perhaps one of the real problems in the area of integrity is that sometimes we educators assume that we are starting from scratch with an 18 or 19 year old boy or girl, without realizing that that person has had about 18 or 19 years of prior experience; and that this thing "integrity" is not something which we ought to view as being our sole responsibility, but we ought to view it in terms of how it relates to the community outside the campus and how it relates to the rest of the academic community.

CHAIRMAN DEAKINS: I think our speaker last night pointed

out that we are really a part of a total social picture, and that this question of integrity reaches clear to the top of our national and world leaders as well.

Other comments? You fellows all against sin down at this end? (Laughter) No comments at all to offer?

DEAN THEODORE W. ZILLMAN (University of Wisconsin): Mr. Chairman, I am goaded to share my guilty conscience with the rest of you people by some remarks by Brother Horlacher over there. As I gathered his point, it was that we all in turn examine our own basic integrity in our relationships with our students as student personnel workers and as institutions.

Now on my campus, and you, I am certain, quite a number of those represented here, our respective faculties or our respective student groups have taken some very determined stands on what shall be the status of the minority group members among our student body in the overall campus scene, and some of us have issued some pronouncements about that. What bothers me is that here is an organization of student personnel workers, and student personnel administrators who have remained strangely silent in this area of real moral concern to our entire student body throughout this country.

My question, ladies and gentlemen, is: How do I and some of you others answer the student whom we are counseling in this area because of our institutional policies when he comes to us and says, "All right, what are you older fellows doing to help out in the scene? You tell us to carry the fight to our fraternal conventions; you are just to pursue the good fight. You show us the moral issues involved and sic us on, but aren't you really in the position of the prizefight manager to his battered and beaten man at the end of the fifth round, who says, 'Get in there and punch and fight. They can't hurt us'." (Laughter)

I am afraid I have a very guilty conscience about being a member of this group which has to date, to my knowledge, made no statement on this matter which I believe is of concern to hundreds and thousands of the students whose institutions are represented here.

CHAIRMAN DEAKINS: Thank you, Ted. All right, there is one for you to take back to your session meetings and give some prayerful thought.

DEAN ERWIN D. STASEK (Southern Illinois University): I

would not want to be put on the spot in defending this point, but this is just a thought that went through my mind. We speak of integrity and qualities such as that as being thoroughly desirable on university campuses and in other societies of which we are a part, and certainly integrity is desirable. But perhaps the learning that takes place is not always because integrity is there. Sometimes the contrast between, let us say, a great many people who have integrity and a very few who do not helps an individual develop integrity, rather than if all the individuals concerned have a great deal of it.

So perhaps there is some merit in having, let us say, a small minority of individuals who do not have as much integrity in a group as we would like them to have.

CHAIRMAN DEAKINS: All right, there is another thought for you to take back. Other comments?

DEAN DANIEL J. SORRELLS (Central Michigan College): Perhaps this has been implied, but I wonder if it has been stated as emphatically as it could. Basically, maybe it is a matter of attitude. Many of us, and a great many of our students know what integrity is, but do we have a proper attitude toward carrying through by example and accepting this as basic operations? May I point out by illustration a slight deviation from this point on our own campus. We have been trying to do something about social amenities and dress and good manners, and we had a group of some 30 students representing organizations on campus get together last spring for three or four meetings. What can we do, either staff, student-wise, or what have you, to improve these conditions that we think of as being acceptable qualities of ladies and gentlemen? Their point repeatedly was: We do not think as students that these things are important. We know they are there, but for some reason it is better to shun them, to avoid them, rather than to accept them.

I think, basically, if we can get our students and staff or whoever is involved -- and it is not a one angle operation. It is a total consensus of effort and opinion -- that attitudinally these things are good, integrity-wise, then we are on the right track. Thank you.

DEAN LEE COPPLE (Hanover College): One of the difficulties we have found is the inconsistency which we are put in by a college position which says that a student shall not suffer the consequences if he breaks some state or national law. For example, in the case of firecrackers, which may be a juvenile habit confined only to Hanover students, but perhaps is not so;

the State of Indiana has a law against that. We have, however -- because it is bad public relations for a Hanover student to be publicized as breaking the law -- been very reluctant to let any student, even when caught, suffer the consequences of breaking a state law, whatever they might be.

This means, it seems to me, that in view of the president's speech, that in certain circumstances we let lack of maturity get a student off for the consequences of his act, so that the students may gain the idea that the college will protect them against any kind of possibility. We have had even more serious offenses in our college. For example, some students broke into an office and broke into a safe. We were glad to call on the local police officials to help us track down the culprits, but we were unwilling as a college to let them be prosecuted.

It seems to me that when a college takes a position of that kind to save face before the public it has told its students, in effect, they need not grow up while they are members of that college; that we are more desirous of our good name than we are of their good names.

CHAIRMAN DEAKINS: I am not going to ask for a showing of hands, but you can each ask yourself, how many times have you gone to the police court ahead of time, gone behind the scenes and fixed things up for a student in order not to have bad publicity for your institution primarily, and secondly perhaps, to help the poor student?

DEAN CARLSON: I think what we are dealing with here at this point is the constant dilemma that we find ourselves faced with. It is not easy to take what you might call a student personnel point of view, a counseling point of view, in which we try to see the determining influences that have helped the student or contributed toward the student's getting into trouble, and working with him to grow when it seems that taking certain kinds of punishment would not of themselves produce that growth. It is very difficult sometimes to guess just in what way or by what kinds of experiences the student is going to develop most. Many times we are prone to try to lessen the suffering that the student will endure because of his wrong doing because we think he has learned. I myself have used the office of the chaplain and have lessened what would have otherwise been a rather severe penalty because the student voluntarily has gone to the chaplain and has had this thing straightened out in a conference with the chaplain so that I know he has learned from it. It seemed to me at that point quite senseless to do anything more than to impose some kind of penalty so that the student body does not get the impression that anything goes.

There are many points at which we are faced with this. We have our student -- because we are a church related college -- throwing back at us all the time the Christian principle of forgiveness. Now, they overdo it to their advantage. (Laughter) But there is a real dilemma there again which we face in interpreting this to them because if we adhere to strict, literal imposing of penalties, we are not interpreting our position fairly; but we can easily swing to the other extreme. These are the things that make us all sit here and wonder whether we are doing right.

There are many times when we find ourselves trying to advise the student, and maybe our intentions are extremely honest, and they can be. I find myself now wondering whether I have given the right impression to the student because I did not add an extra word or two in my explanation. There are some of our faculty members who feel that to let a student withdraw from a course when he is failing it, no matter whether it is quite early in the semester or not, is basically dishonest. He has earned his "F" and he had better take it. I have not been able to achieve any consistency in the faculty on it and I do not feel that I can impose it, but it seems to me that here are questions too that are very difficult to answer.

I have been trying in each instance to help the student in the way that seemed to me best, trying to remember whether I have done a similar thing in the past, trying to use precedent as a basis of consistency; yet that consistency itself may lead to wrong. I find myself doing a lot of soul-searching, as to not only have I done wrong but whether I have in the act itself and in the decisions and in the advice failed to put it over by an adequate explanation to the student.

DIRECTOR JOHN W. TRUITT (Michigan State University): I would like to make two small points. I do not want to hurt anybody's feelings here, but I think all of you people know that we subscribe to the formal or informal education to create in the image of each student a moulded personality which he likes to strive for, and I do not think that it will come as a shock to you that they do not think that we are successful. Many of us are not in that moulded personality. We have their sympathy. "We will see you," and so forth. Most of their moulded personalities are in other areas -- in business, successful business, the president of this and the president of that, and so forth -- and it seems that they get the idea that all of those things that are really important are those things required for graduation.

Basic integrity is really not a requirement for graduation unless, as Ted says, a guy gets caught. So when he gets his 200 hours and 400 points, he has his college degree, and he waves you goodbye, wishes you well and takes off.

I am just saying that we set examples, that the guy is not even worried about us anyway a lot of times, because he does not think we are successful anyway, and it is some other type of moulded personality that he is looking for.

DEAN JOHN W. STAIR (Alabama State Teachers College): I have a question about a problem that comes up, having to do with staff relationships and ethics.

We have a student, a girl, who comes in and says the house mother has restricted me for the weekend because she does not like the boy I dated and she says I came in late, and I didn't, and she says you know I am telling the truth, but you do not tell her that, do you? (Laughter)

The football team comes in to eat at ten minutes of six. The dining hall is supposed to close at six, and somebody closes the door in their face, and they do not get fed. They come and see you as Dean and want to know what you can do about it. Do you say that old dietitian just closed the door early? Do you agree with them and say they are right, the student is right, and the staff member is wrong?

CHAIRMAN DEAKINS: I think you are going to get the answers in your session meeting, because if we started to try to answer them here, we would not get to the rest of our program. One more question.

DIRECTOR HAGERMAN: I do not know if this has been clearly articulated, but there is one other area I would like to suggest. To me, integrity is sort of like oxygen in the atmosphere in which we work. I think we all ought to be rather sure that our noses are sufficiently sensitive to the kind of air we are breathing, because this integrity can bring some rather unpleasant odors.

Secondly, I think there is this integrity which is a staff relationship, which is a two-way street. I think it is equally as much a responsibility of the new person coming into the office to sound off if he believes there is something going on which he does not believe, equally as much as the responsibility for the administrator to make very clear his position to his staff. I think this has been suggested, but with so many

new people, I think this is something else which we should certainly say.

Thirdly, is this integrity a kind of delegated thing? Are we saying that we are the only people who may be involved in this? It is certainly, I think, the general campus atmosphere about which we are talking, but for those of us who are involved in student personnel work, I think again it is very important for us to know the ground on which we are standing, and that if the nature of our work is such that sometimes we are on the hard mat of the squared circle, let us be sure we know that.

Equally positively, let us be sure we know when we move from that on to the trampoline, where we have this kind of a bouncing situation.

CHAIRMAN DEAKINS: Thank you.

The President says he wants to say something, so I have to let him. He is my boss.

PRESIDENT BALDWIN: I want to say one thing to follow up this idea, and you may want to discuss it in your conferences because it is one thing that bothers us. It involves discipline.

Where a student becomes involved with the police, do you draw the line and protect him? We do, and I think everybody here will admit it. I feel that many of the laws that are set up are set up for the criminals, and it does not quite apply. There is the question of the grey area. (Laughter) If a student takes the car of another student to go down town, and he does not ask his permission, technically he has stolen an automobile, and the laws are set up for the fellow who has a fence somewhere and he picks these cars up somewhere and delivers them and gets cash back. There is a difference between the two.

The boy who takes the car as a sort of a prank, technically he has violated the law. The other man, the crook, who takes it and delivers one car after another, as fast as he can get them in the mill and gets cash back, that is another thing.

One thing about it -- and this is a confession and I am sure some of you have the same relationship. We have a very good relationship with our police, and it comes in very handy. But one thing they say, and it is understood, that if the boy gets a fine in town for having violated something, he says to

the boy, "This is your fine, but you have to answer to the university authorities when we have left you."

You have a two-pronged disciplinary problem, because we may, on the strength of what he has done, suspend him from the university, where he might have paid only a \$10 or \$25 fine, technically. He may be suspended from the University, and consequently he is worse off than if he just answered it and paid his blooming fine and said goodbye. Not only does he leave, but it goes on his record, and that is the record that goes out to the medical school, the law school.

I write some of these letters, explaining some of these things away, so I know that they happen. At any rate, it is not quite the same as it would be to let him be thrown to the dogs and let them throw the book at him. This is our reason for moving in this direction. Maybe we are wrong. Sometimes I think we may be, but other times I think that actually, with such a boy, it is a question of a certain degree of maturity because if one of our youngsters takes a dollar out of our pocket, which some of us have happen in our family, we handle it in the family. We do not call in the police. We handle it within the family, and we let him know that he is out of order, but at the same time we do not lock him up for 30 days in the county jail:

CHAIRMAN DEAKINS: I think this morning has given some ideas, and a kickoff for the sessions this afternoon. We have talked about integrity of students. We have talked about integrity of faculty. We have talked about the integrity of the administration. We have talked about the integrity of our own deans of students' offices, and perhaps even there has been a hint of the integrity of our own boards of trustees.

If you will recall, our theme says "basic integrity." Perhaps I will have to leave that to you to determine what is basic integrity, and where this grey line, which President Ted talks about, begins or ends.

Now, Fred, I believe we would like to have you make those announcements again, because quite a number came in after you made the original announcements.

SECRETARY TURNER: I will be glad to do that.

... Conference announcements ...

DIRECTOR WILLIAM A. YARDLEY (Eastern Illinois State College): There are three groups scheduled this noon on the luncheon tables. One is the Orientation Conference, Bill Guthrie. There are six men involved in that.

A second group is Bob Shaffer, Commission III, 10 men.

A third group is Clarence Deakins, Commission VI, with 6 men.

It will be the job of the Chairman to get to the table and occupy it. There will not be placards, so the respective Chairmen will have to occupy the table, and those who are concerned will have to rally around them.

CHAIRMAN DEAKINS: Did you hear all those announcements? For luncheon, the Orientation Committee will meet and have a special table reserved in the Wedgewood Room. So will Commission III, and so will the Scholarship Committee meet at that time.

I am going to suggest that we stand up and have a 7th Inning Stretch before we start the remainder of our program.

... Seventh Inning Stretch ...

CHAIRMAN DEAKINS: May we reassemble, please. I think we should begin our program.

One of the major objectives of the Executive Committee and officers of the Association over the past few years has been to develop a closer relationship with other professional organizations who are interested in the work with students. Today we have here many guests of these organizations and we have asked John Hocutt, an old wheel horse in the organization who served as Chairman of one of our Conferences, who is our immediate Past President, and who is Dean of Students of the University of Delaware, to introduce our guests, and let them bring their greetings from their own organization. John Hocutt.

... Past President John E. Hocutt, Dean of Students, University of Delaware, assumed the Chair ...

CHAIRMAN HOCUTT: Thank you, "Deke." We are short of time so we will move right along.

Our first guest to be introduced is Daniel R. Idzik,

Executive Vice President, United States National Student Association. Dan is a graduate of Buffalo State Teachers College, June of '56. As an undergraduate he was editor of his school paper and president of his student body. He has had a couple of important assignments with the World University Service. He spent the summer of '55 in Japan working for WUS, and following his graduation, until January of '57, he was working for WUS involved in the student relief program at Camp Kilmer. Come up here, please, Dan. (Applause)

MR. DANIEL R. IDZIK (Executive Vice President, U.S. National Student Association): Thank you very much. I think I should say at the outset that when a student comes to a meeting of deans and faculty members, he usually comes wondering, well, what am I going to find here? What am I going to hear which I can take back and make known to my fellow students?

I would say that I have been very much impressed by the initial discussion this morning, and I am looking forward to spending the next two days with you, hearing some of your ideas, trading some opinions, so that in my work I may be given a wider scope with which to translate some of the work you are doing with your students on your campuses, and students throughout the country as I visit various colleges and universities.

This year, for the National Student Association, is a memorable one. It is our tenth anniversary, and we are very happy at this point to invite all of you to attend our 10th National Student Congress, which will be held at the University of Michigan, at Ann Arbor, late in August. We will be very happy to see you there and we would like to have you participate in the discussion and meet with the students as they discuss some of the very questions you will be dealing with during your sessions.

The NSA, as many of you know, was founded ten years ago when a group of students returned from Europe and realized that there was a need in our country for a national organization of students to represent the student community, nationally and internationally; that there was a need for some organization which would aid in the development of student government as an effective instrument on the campus, with students accepting responsibilities and a place in the development of their institutions.

It is founded on a belief that programming must be effective. It must be stable. It must be dynamic, and it must

be such that it provides for some continuity. It is not only concerned with the process of student government. It is also concerned with developing a loyalty, something which a member of your group spoke about at one of our regional assemblies; widening the scope of loyalties not only to that with which one is emotionally involved, but a loyalty to the institution and above that, a loyalty to the educational community in the nation.

The National Student Association tries to develop more effective student government, and in that line works with each one of you on your campuses, and possibly with you as deans of students more than any other faculty members. I know I personally have met many of you, and many of my fellow officers have spent time with you in your offices.

I would like to just briefly go down some of the programs of the Association. Many of you have attended the Congress, some of the regional assemblies, or some of the other regional meetings which are held throughout the course of the year.

The Congress this year will have many new features. The first is the student editorial affairs conference, which was called this year at the request of a number of student editors at the last Congress, and we hope to involve student editors, not only in workshop technique, but also in widening the scope of their interest and the realization of the goals of a responsible campus press.

For the third year we will be holding a conference on Foreign Student Affairs, which will involve programming for foreign students, and making use of this valuable resource we have in American education.

The Congress will also be preceded by the Seventh Student Body Presidents' Conference, which last year was attended by over 285 student body presidents.

Also, this year, for the second year, we will be holding a deans and faculty advisers workshop. This is a new thing on the American educational scene, and that is a deans conference administered and programmed by students.

These are known by different things. The Congress is known as NSC. The student editorial affairs as SEAC. The conference on Foreign Student Affairs as COFSA. The Student Body Presidents' Conference is known as SBPC. When we get to

the workshop for deans and faculty advisers, it is pretty hard to get any initials out of that, so we just call it what it is, and speak of it in the long term and spell it out.

The Association is also very fortunate in going on its second year in the Foreign Student Leadership project, and we hope that next September we will have in this country between 15 and 20 student leaders from throughout the world on your campuses, participating not only in academic pursuits, but also active in your student governments and in your student activities so that when they return to their own countries, they can give a true and realistic picture of what the American student program is all about, and what American education is trying to accomplish.

We will also continue the International Student Relations Seminar, this year bringing between 15 and 20 American students to Cambridge for an intensive study of international student relations, and relations as they affect the student.

We are now trying to start a National Conference on current issues in higher education: the rising enrollments which face us, and what students can do to help faculty and administration face this tidal wave of thousands which will be knocking on our college doors within a few years. Last week 190 students met at MIT to discuss this very question. They will be doing so also in the Minnesota-Dakota region.

We also have regional conferences on such things as leadership training programs, human relations, faculty-student-administration relations; the relation between various groups on campus, and in general, the structure of student government.

Now I would like many times to find myself deluded and say that I feel students have a role of their own to play. I find increasingly, as I work with student groups and meet with faculty members, that I do not envy any of you. I do not envy the dean who finds himself, after four years in developing a great program, finds on his hands a group of freshmen or sophomores or juniors who really have not seen this program developed and who have to start from scratch again.

In this perhaps the Association and this organization finds some parallels in that we also seem to be starting from scratch. You always seem to be starting from scratch, and I think we sometimes look back and see a good deal accomplished, a good deal of a path to follow, a good deal more work ahead.

I hope that while I am here for the next two days, if any of you have any questions on the work of the Association, if you have any suggestions on the work of the Association, I will be very glad to meet with you and spend some time with you. Thank you very much. (Applause)

CHAIRMAN HOCUTT: Thank you, Dan. As Dan pointed out, we are limiting the time that our guests may speak, but we hope that by identifying them to you that you will take advantage later in the conference of their presence here to seek them out and talk with them about any matters that you wish to discuss with them.

Our next guest is Francis S. VanDerbur, for many years a leader in the work of the National Interfraternity Conference, and this year chairman of NIC. Van is a member of Kappa Sigma. Van. (Applause)

MR. FRANCIS S. VAN DERBUR (Chairman, National Interfraternity Conference): Thank you, John, very much. This is the second of these conferences that it has been my privilege to attend. I am so very glad that I went out to Oakland last year, because it gave me a little basis for understanding what goes on, and I have gotten more out of this so far because of that previous experience.

I think you will find that if you continue to give us the privilege of having our Chairman or a representative of the National Interfraternity Conference attend your sessions, that we will always avail ourselves of that, because your problems and our problems run along side by side.

I was very interested in finding that you have to do some soul-searching among yourselves, just as we are constantly doing some soul-searching among ourselves in our leadership in fraternity affairs.

I attended the NSA Congress in Chicago last time, and I am hoping to be in Michigan this time. I was most interested to find that even the students do some soul-searching.

The more we spend time with student leaders, I think the greater our hope is that the development of students by students is going to play an important role in our own salvation. We could help ourselves far better than we could help other people always.

The National Interfraternity Conference comprises 61 national fraternities. Its executive committee is rather a large group. There are 9 members and 5 officers, in addition to those 9 members of the committee, who meet at least every second month, and in many years meet once a month to consider problems of fraternities on a national basis.

We find that by spending some time with you, learning what you think of us, and then in turn trying to improve and develop as a result of your constructive criticisms, that we make progress. I am sure that all of you oldtimers here will admit that there has been much progress made by fraternities in fairly recent times.

Our replacement of "Hell Week" with "Help Week" is noticeable. Too often we find that it does not exactly replace it, but it is just another part of the week, but we are at least making some progress, and there is less and less of public display of hazing and the undesirable activity in that field, much less of it than there has been in years gone by. I am sure you will join with me in being grateful for that progress.

In the field of scholarship reporting we are breathing great sighs of relief this year, because we are sure now that we have found the answer. At the University of Connecticut, two fine members of their faculty have presented us with a solution. Professor Sedgwick is doing the mechanics of it, and a member of our executive committee, the president of Chi Phi fraternity, who is supervising this thing, Carl Gladfelter, is seeing to it that now with the help of your registrars, and with the proper handling of the mechanics, we are getting some real scholarship reporting out.

We must also express our gratitude to Colonel Wilson of Sigma Chi, who for so many years has done such a remarkable job in scholarship reporting; for the assistance and encouragement that he is giving to Gladfelter and Sedgwick.

Since your sessions are pointed up on the subject of basic integrity, it seems to me that we are in a very nice position to ask for your approval and your encouragement to develop the fraternity system. National fraternities are, I think without exception, based on the fundamentals that we are talking about in basic integrity. One of the things that we in our National Interfraternity Conference sessions are spending a good deal of time on is encouraging our members to a return to the altar, which of course is another way of saying that we

want to concentrate more than ever before on manners and standards and morals and basic integrity. I believe we are making some progress.

I should like very briefly to share my thinking with you on one of our most important problems, and while I am here I should appreciate your coming to me and giving me your suggestions and criticisms of our handling of this problem, because it is not one that we are going to solve this year or next year, and it is not one that we may solve to everyone's satisfaction ever.

It is the problem of our handling of the integration or discrimination situation. There are very few members of National Interfraternity Conference that still have any written restrictions in regard to race, color or creed. I think of those who still have those written restrictions, they might be far more willing to remove them, and get them out quickly, if they felt that it was simply a matter of removing written restrictions.

The question I should like to pose for your consideration is this, and it has a good deal to do with basic American integrity: Do you believe that in the field of our social relationships we should require any sort of definite restrictions or lack of restrictions? Do you believe that in our social relationships we Americans are entitled on a national or a local basis to decide for ourselves who our playmates, our roommates, or our partymates may be?

The thing that worries many national fraternity leaders is not that we are criticized in some quarters for restricting, because actually it is not a matter of restriction, it is not a negative thing. Our foundations -- those who do have any sort of restriction, either written or understood -- are positive things. A group of men have gotten together and said, we are all Protestants, or we are all Catholics, or we are all Jews, or we are all white, or we are all colored, we run together, we party together, we want to room together and eat together, sleep together. We would like to have an organization. Then that begins as a local group, and develops into a regional, and finally a national group.

The question I should like to have you ponder is this: Do we as Americans want to say to any such group, "You shall not have that privilege further of being what you are now. You shall, because we think that it is proper, prove that you do not have a group such as you started by having members of other types

as your members." Do you want to say that to any group? Do you want to force any fraternity to have Protestant and Catholic, Jew and Gentile, black and white, brown and yellow, in order to prove that they do not discriminate, in order to be the type of organization that some people now are suggesting that our fraternities should be?

Those are very serious questions in our future.

On the other hand, do you agree with many fraternity leaders that fraternities should have the right on a national basis to continue because they are social organizations, to choose their members regardless of what their choice might be, not on a basis of negative restricting, but on a basis of positive choice?

If the time comes that the trend continues to be more of a problem to fraternities than it is even now, then as we gather together with you in meetings of this kind, it will be about the only thing we will have to discuss because it will be our life blood.

We will appreciate your serious thought on this matter and your suggestions, your help in any way you can help us to meet this situation, which is becoming more of a problem all the time. Thank you. (Applause)

CHAIRMAN HOCUTT: Thank you, Van.

Is Pete Wacker in the room? Pete is president of the Fraternity Secretaries Association. I wanted him to stand and be identified. Thank you, Pete. Nice to have you here. (Applause)

There are four or five fraternity secretaries in attendance at this Conference. I know that ex-Dean Dick Fletcher of Sigma Nu is here. Is Dick in the room? (Applause as he arose) Richard Fletcher.

Are there other fraternity secretaries that we might recognize?

Our next guest is not really a guest. He is the Associate Dean of Students, Indiana University, but he is also President of the National Association of Foreign Student Advisers. He spoke to you at the Berkeley Conference last year, and it is a pleasure to have him back this year in his capacity as

President of NAFSA. Leo.

MR. LEO R. DOWLING (President, National Association of Foreign Student Advisers): John, it might have been wiser to have started at the other end of the list on these introductions. I am not sure that we are going to give any time at all to those whom you have down the way because of the weakness of terminal facilities of those of us at the beginning of the list.

I will tell you, very briefly, it is a great pleasure for me to be here representing members of the team of student personnel workers often referred to as Foreign Student Advisers. Of course, consistent to the general inconsistent practice in American education, the foreign student advisers take on many different sizes and shapes in our colleges and universities in the United States. Of course, you know full well that these shapes are neither interesting nor distracting. Most of these foreign student advisers, however, work within the framework of existing student personnel administrations, referred to as offices of Deans of Students, Deans of Men, or Deans of Women.

I would like to urge that if your college or university is not now a member of the National Association of Foreign Student Advisers, to which some 275 colleges and universities in the United States now belong, that you make sure when you get back to your campus that this affiliation is effected because I think the association is doing a very good job in terms not only of raising the sights and the objectives of international education in terms of the individual campus but is also providing the know-how and the techniques for coming closer to achieving those objectives.

It is a great pleasure to view here in the audience today one of the founding fathers of the National Association of Foreign Student Advisers, our dear friend and colleague, Dr. Edgar Fisher.

The conceptive role of a foreign student adviser is evolving rather rapidly into one now so that the job is thought of as embracing all services on campuses having to do with international education; therefore, not only do those services pertain to foreign student advisers but to American students as well, and our varying and growing exchange programs. A number of schools have already set up a kind of service office which is labeled as the Office of International Educational Services, and more schools are moving in that direction.

I think many of us can be thankful too we do have on our

staffs people who are specializing in international education and the foreign student advisory program.

Last year I illustrated the necessity and the usefulness of certain schools of foreign student advisers in dealing with emotional problems of a foreign student, and I told you a pancake story. This year I would like to move on and relate an experience which I had more to the general theme of "Basic Integrity" which you have established here for this Conference by recounting an experience I had in which I was called upon to attempt to interpret aspects of American social life for a foreign student.

This particular student's name was Birdhill Pagoni; and Birdhill had come to the university in September of one year. This was about three or four years ago. A few days later, some of his chums over in the halls of residence invited him to go down to the VFW in town and to spend a nice social evening. They were going to introduce him into some of the aspects of Americana.

They arrived in town at the VFW and soon a young lady approached him and said, "Would you care to dance?" Birdhill said, "Well, I don't care if I do." So he had danced through the evening, and at the end of the evening he was ready to bid "Good-night" to the young lady and she said, "Wouldn't you like to accompany me home?" Birdhill said, "Well, I don't care if I do," and they promptly got in the taxi and they went to the girl's residence on the outskirts of Bloomington.

She descended from the taxi and said, "Wouldn't you like to come inside?" He said, "I don't care if I do." So he went in and after a little time had passed there came a great commotion on the front porch and the lady was greatly disturbed as rocks fell against the front door and there was beating on the front door. She promptly rushed to the telephone to call the local office of police and she said, "There is someone on my porch causing a disturbance and I would like to have him arrested." Well, after a few minutes she went to the front window and took aside the blind and she moved to one side in the shadows and she looked out, and what she saw caused her to scream, and she turned to Birdhill and she said, "Good heavens, it's my second husband."

So Birdhill promptly gathered together his belongings and he rushed out the back door. (Laughter) He was making his way through the high weeds when the police car came along with their light flashing, and their floodlight pinpointed Birdhill standing forlornly in the high weeds. They seized him, thinking they had the man here who was causing this great disturbance and

they marched him protestingly into the lady's residence. He said in his broken English, "After all, I have been visiting this nice lady." And the police said, "We don't believe a word of it." So they brought him before this lady, who by this time had her second husband standing by her said, and they said, "Lady, this fellow said that you have been entertaining him here tonight." She looked at him and she said, "I have never seen him before in my whole life."

So they took Birdhill down to the local jail and he spent the night there. The next morning he came into my office and here is where the skills of the foreign student adviser came into play. (Laughter) I will not impart any of these great secrets of counseling because I am sure you will affiliate with the National Association to learn them. (Laughter) Anyhow, after this conference, Birdhill told me that the young lady had come down in the morning and had succeeded in winning over the local sheriff at that time to her side -- and he was a very sympathetic fellow, by the way. He was the town Casanova, and he had seemingly worked out an arrangement so that he found it convenient to free this fellow from jail. He was very grateful, but he came into my office, and after he saw that I was not going to suspend him from the university he was overcome with gratitude at this vast understanding which I had shown.

As he was ready to leave, he said, "You know, there is only one thing I wonder about." I said, "What is that, Birdhill?" He said, "I keep wondering whether she was a nice girl or not." (Laughter)

I am going to be here for the next two days and if you want to confer on this type, or other types of problems (laughter) pertaining to foreign student advisers, you will certainly find me very cooperative. Thank you. (Applause)

CHAIRMAN HOCUTT: Thank you, Leo.

One of the most interesting reports that we received at the Berkeley Conference was given by Dr. John M. Stalnaker, also a former Dean of Students, who is now working as President of the National Merit Scholarship Corporation. He is back with us at this Conference to give us a further report. Dr. Stalnaker.

DR. JOHN M. STALNAKER (President, National Merit Scholarship Corporation): I appreciate very much the opportunity of being back with you people here and reporting a little on the success of the operations of the National Merit Scholarship Corporation for the first year.

Our emphasis, as you probably know, is to select students on the basis of their ability to profit from a college education, to fix the stipend that they get on need, and in this way we think to make it possible for scholarship money to extend over a much greater area, and to give the institutions that the student attends an educational supplement.

In the first year, we awarded 550 scholarships. We had about 10,000 schools participating and sending some 56,000 students in to the program. These students we selected have spread themselves among 160 different colleges. In our second year of operation, which we are in the midst of now, we expect to be offering about 50% more scholarships than we did last year, or about 830 or 840. We had 162,000 students take part in the program from 12,500 schools. The announcements will be made along in May, but we expect these students will be attending some 200 different colleges.

We appreciate very much the advice of groups such as this one. We ourselves do no advising of students and no counseling of students. We do not in any case suggest to a student where he should go to college or what he should study in college; and if the students have any difficulties our only advice to them is to see the local people at their institution.

We are somewhat distressed, since we are interested in these students going to a broad range of institutions, we are somewhat distressed when we get a note, as we did recently from the dean of a college saying that they are very pleased to have one of the Merit Scholars there, but that their institution, he must reluctantly confess, is completely incapable of handling students of intellectual interests and he would, therefore, recommend that this student be permitted to transfer as he desires to. (Laughter) In general, the Merit Scholars do have some intellectual interests and are rather anxious to be stimulated and to receive an education somewhat commensurate with their ability, and we believe that most institutions in the country are able to supply that, if not all of them.

We welcome positive, constructive advice, and we hope as we go on to be able to operate the program so that we will be feeding to the institutions more information of value to them. Our long range objective is to stimulate interest in the intellectual side of both the secondary school and the college work, and to cooperate with groups such as this in bringing this about. So do not hesitate to give us any suggestions that you can. Thank you. (Applause)

CHAIRMAN HOCUTT: Thank you, Dr. Stalnaker.

Our next guest has attended sessions of NASPA off and on over the years. He is Dr. Edgar J. Fisher, Consultant to the American Friends of the Middle East. Dr. Fisher was Dean of Robert College, Istanbul, 1913 to 1933. This experience was followed by a year on the faculty of the American University at Peru; and then from 1934 to 1948 Dr. Fisher worked as Assistant Director to the Institute of International Education. He then went to Sweet Briar College and for five years was on the faculty. Upon his retirement from Sweet Briar he assumed the role of Consultant to the American Friends of the Middle East. Dr. Fisher. (Applause)

DR. EDGAR J. FISHER (Consultant, American Friends of the Middle East): Mr. Chairman and Members of NASPA: It was difficult enough for me to adjust myself to the role of being a grandfather, but when Leo Dowling calls me a "founding father," then that still needs further adjustment. I am not willing to deny, however, the fact of my sort of paternal relationship with the National Association of Foreign Student Advisers.

During a period of quite a number of years, I also attended and had the privilege of speaking at the National Interfraternity Conference meetings and enjoyed that association tremendously as the Chairman of the National Council of my own Fraternity.

It was when I was Assistant Director of the International Institute of Education that it seemed to me in the days when there were not very many students from other countries in this country that there was need for a counselling and guiding of the students; and as I think is still customary, I proceeded to Washington and suggested to the Cultural Relations Department of the Department of State that the Institute would appreciate their help in organizing a counseling and guidance center. That counsel and guidance center was then centered at the Institute of International Education and it was from that counsel and guidance center that really the beginnings of the first meeting of foreign student advisers in the United States developed, and then that very lusty organization, of which Leo Dowling is now the President, has since come, because that organization has been responding to one of the most important activities and necessities of the tremendous movement of inter-cultural relations with the foreign students coming to the United States.

I sensed the fact also during those early days, and it

has been borne upon me increasingly, that the foreign students who come to this country had practically no guidance and counseling until they came to the United States of America. When I was asked a few years ago to become the Director of Student Affairs at the American Friends of the Middle East -- AFME, as it is called -- this was one of the things which I felt should be attempted, to try to do something in what I called pre-departure orientation of the students.

Of course, AFME is a regional organization in a sense, geographically, in that it has particular interests in the students coming from that great Moslem inter-continent; in other words, Turkey, Pakistan, Afghanistan, Persia, Iran, and the Arab speaking world; that vast inter-continent as it has come to be called, and it is a Moslem population to a large extent.

We decided to have a certain number of directors of student affairs in these foreign countries in the AFME region. Unfortunately, we have not the resources to have a director of student affairs or director of AFME in each one of the capitols of each one of these countries that I have mentioned; but we do have them in Iraq, in Baghdad; in Iran, in Tehran; in Damascus in Syria; and a very long experienced expert in refugee affairs, John Barwick, who is now and has been for several years our representative in Jerusalem, Jordan, in the midst of that vast refugee population. We have found that this activity is one of great importance because what these different directors do in their particular offices in these great and historic cities of the Middle East is now to develop very careful and fine relationships with the departments of education in these countries, with the State Department representatives, and with other agencies such as the Near East Foundation; and the AFME offices are centers, clearing houses, where the students from these countries who are coming to the United States to study, where they go, get advice and get help.

These centers also have started English speaking classes so that the students from these countries who are coming to the United States will be able to polish up their English; and many of you who have had relationships with foreign students know how exceedingly important that is and how, not because of any lack of integrity on the part of the student who thinks he knows English from his association with some people over in his own country, but when he comes to this country and listens to the professors in the classroom and discovers that he gets completely lost because his English is inadequate to the task.

That English speaking and English studying program has been important; and another very interesting activity which these offices carry out is to get together the students from that particular country who have studied in the United States -- we call them Am-grads, the American university Am-grads -- we get them together as they return to their particular countries, and the educational authorities in these countries now insist that the students, before they come to this country, should consult the AFME office and after they return that they should also go to the AFME office. We establish what we would call "bull sessions", I presume, between the Am-grads who have returned and the new fellows, and the girls, also, who are coming to this country; and then they have a question period back and forth.

It is important to understand that the students from this particular area of the Near and the Middle East come out of a culture which is very different from ours. The European students can mix in with our students in a much easier way than can the students of these AFME countries.

I must stop or my good friend Hocutt will put me down in a certain way, and he is a pretty big sort of a fellow, you know. But there is one other activity of which we are rather proud, and it started at a time when I first went to AFME as Director of Student Affairs and have since become Consultant. That activity is to furnish the funds to send one foreign student adviser to the Middle East each year. We have already, I think, sent either four or five, and we are planning to have another student adviser chosen in a committee composed of NAFSA members and of members of the AFME staff. We find that that is exceedingly important because it gives a foreign student adviser, usually from a university which has a large number of Middle Eastern students on its campus, a first hand picture of the situation.

With this I will conclude. I recently was asked to read a manuscript written by an advanced Pakistan student in the United States on "The Pakistan Students." I have read hundreds of reports of students from other countries, and so much of the material in this report was not new to me, although there were certain new ideas and new attitudes. The advantage of this report was that he had gained his information by sending an elaborate questionnaire to all the Pakistan students now in the United States and to the Am-grad Pakistan students who had returned to their country. In other words, they were much more frank in answering the questionnaire which was put to them as Pakistan students by an advanced Pakistan student than they would have been in reporting to me as Assistant Director of the Institute of International Education on their experiences in this country.

The report showed to me one thing which was very interesting, and that was that in our social attitudes and social conditions the students, especially from the Middle East, come up against new situations. They come out of this very conservative environment, and there were a number of the students who said that when they came to this country they were faced with the problem of the relationships between the young men and the young women. They felt it was a part of their duty to learn about American life, after all, and so many of them said, "We, of course, dated; something which we had never done before," even though they might have been fellows 30 and 35 years old. "Furthermore," they said, "with a great deal of trepidation we have actually embarked upon blind dates." But they would go on then to say, "Far be it from us to take your American system of dating or blind dating back to Pakistan with us. We will have none of it there, although we felt that it was necessary for us in order to understand your life, to be able to participate in a bit of the dating on your basis."

Unfortunately, I can be here only for the rest of this day, and if any of you have any questions to put to me I will be glad to try to answer them. But you must remember that according to Leo Dowling I am sort of a patriarch at this at the present time but have had experience. Any of the members of the Association interested in securing the services for any students coming to their institutions of the AFME regional offices abroad, AFME would be happy to help them get in touch with students and give them any help which they can. Thank you very much. (Applause)

CHAIRMAN HOCUTT: Thank you, Dr. Fisher.

The next guest is an ex-student personnel administrator, Dennis L. Trueblood, Assistant Director, National Conference on Christians and Jews; formerly a Counselor at Indiana, and formerly a Director of the Financial Aid Program, University of Kansas. He has been in his present job for the past year. Dennis.

MR. DENNIS L. TRUEBLOOD (Assistant Director, National Conference on Christians and Jews): Thank you, John. This is sort of like old home week for me to get a chance to come back and see both Bob Shaffer and Laurence Woodruff, whom I worked with in student personnel. I had noted in going through the list of guests this morning that with my financial aids background I have some relation to Dr. Stalnaker, and all these other people are related to an activity in which we are currently involved.

Let me say that the National Conference of Christians and Jews is an inter-group relations agency which carries on this program. We define inter-group to mean race, religious, ethnic,

old folks against newcomers, newcomers versus oldtimers, and so on. Now, I will use the words "we" and "our" and I want to explain to you that the National Conference actually, operationally speaking, is a professional staff of 125 people, plus a lay involvement of thousands of people. When I talk about "we," I am talking about this particular group of people.

My particular operation is in the area of educational organizations. The "we" that I talk about there, our commission of 43 educators, which is really my policy group, is made up of a number of people whom you all know. The Chairman is Larry Haskew, the Dean of School Education, University of Texas. His Vice-Chairman is John Mahon, Vice-President of Our Lady of the Lake College. We do not understand how Texas infiltrated our organization so much this year; but nevertheless, those are two of the people who work with us.

This year, one of the tasks which I have been doing is to sit down and explore with a number of people what the role of the National Conference on Christians and Jews might be in the field of higher education. That role seems to be a two-part one; that of dealing with the so-called curriculum makers or the academic people; and that second one of dealing with the people who work with students outside of the classroom, and of course, this is your student personnel dean.

We have had the real pleasure of sitting down with a number of people a couple of times this year, including Bob Shaffer, and we have cooperated to try to explore what distinctive contribution the National Conference might make to the work of student personnel deans in this area, particularly in the area of inter-religious activities.

I might cite to you some things which have been done in the past by groups of people, and rather than to talk about these I will just point them out to you. In the November-December issue of 1956 of the Journal of Religious Education, there is a report of the Allerton Park Conference in March of 1955, which I suspect several of you know more about than I do. This was a conference on religious pluralism on the campus called by President Herman Wells of Indiana University, as a sort of unofficial chairman of the Big Ten presidents; and this was a conference where deans and campus religious advisors sat down and talked about this problem of multi-religious groups on the campus, and how this affects campus activity.

Another item of information. All of you perhaps are

familiar with the Brotherhood Week development. I suspect that many of you, when you think of the National Conference on Christians and Jews do identify the National Conference with Brotherhood Week. May I just point out to you that some time you may want to have some help in that particular area and we have developed a particular booklet entitled "Human Relations in Colleges and Universities" which is of some help, I think, to student personnel workers in planning for this particular event.

Another booklet developed some years ago which many of you are familiar with is called "Crown Thy Good - Religious Relationships on the Campus."

We have been exploring this year with a number of people what distinctive services or role the National Conference might be able to play in helping the student personnel worker do a better job of dealing with the problem of inter-religious relations on the campus, the problem of inter-group relations on the campus; and I am here to receive any suggestions which you might have, and I will be here for the entire Conference and I would be very pleased to talk with a number of you about what you think maybe we might be able to do in helping all of us do a better job in this rather important field of inter-group relations. Thank you. (Applause)

CHAIRMAN HOCUTT: Thank you, Dennis.

I checked the registration desk this morning and Harry Gerlach had not checked in at that time. Is he in the room by any chance? He represents the Association of College Admissions Counselors. Is there a representative of that group here? If not, we will move on to the next guest.

Another long-time friend, Director of Admissions for many years at the University of North Carolina, and currently President-Elect of the American Association of Collegiate Registrars and Admissions Officers, Roy Armstrong. (Applause)

MR. ROY ARMSTRONG (American Association of Collegiate Registrars and Admissions Officers): Thank you, John. I am doubly happy to be here this morning. First, of course, to represent the American Association of Collegiate Registrars and Admissions Officers, shortly called AACRAO. You have NASPA; we are AACRAO. Secondly, because I want to officially represent President Friday and Chancellor House of the University of North Carolina to welcome you to our community, and to invite you, if you have time from your very excellent program, to come over and visit the University.

This is a paid ad, by the way. (Laughter) Some of you may be interested and may have time to visit the planetarium. They are now showing the Easter Show, which is a very beautiful thing, and I hope that some of you might come over to see that.

I was particularly impressed by the little incident that Dr. Stalnaker related about the inability of the college to satisfy the educational curiosity of this fine Merit Scholar; and if you people from Durham will pardon me, I want to tell something about the educational background of this community. This was long before Duke University was in Durham. It was during the time that President Battle was heading the University of North Carolina.

One of the most dearly beloved employees of the University, one of the real educational philosophers of the institution, was a very fine colored man by the name of Wilson Caldwell. Wilson Caldwell came in to see President Battle one morning right after he had finished straightening up the rooms in Old East, and he said, "Mr. President, if you have no objection I would like to tender my resignation." President Battle said, "Why, what is the matter, Wilson? Don't you like it here at Chapel Hill?" He said, "Yes, sir, it's a great place. I love it. There is nothing in the world that I love more than I do Chapel Hill and the fine associations I have here, but it is my understanding that over in the neighboring town, the little village of Durham, the economic opportunities there are terrific; and if you have no objections, Mr. President, I would like to resign my educational work and go over and look after my economic development." (Laughter)

So Wilson was given the right to resign, and he went over to Durham. About three months later he came back and said, "Mr. President, if you have no objections, sir, I would like to withdraw my resignation." President Battle said, "Why, what is the matter, Wilson? Didn't you find things over in Durham to your liking? Didn't you have an opportunity to develop economically?" He said, "Mr. President, to tell you the truth, the economic opportunities over there are better than I could ever dream. It is a wonderful place economically. But it just ain't no place for literary gentlemen." (Laughter)

We are happy though that things have come around to change the situation, and we are very happy that you could come and meet in this wonderful town, this wonderful section, right in the heart of so many fine educational institutions.

Now, officially, so that you won't have to pay my way, John, I want to say a word about the American Association of

Collegiate Registrars and Admissions Officers. We were founded in 1910, and the purpose of the organization is to work toward the improvement of the area of college and university administration which is the responsibility of Registrars and Admissions Officers. We have limited ourselves to that field.

We work, of course, very closely with all of you gentlemen. We bring those students to you. We keep their records for you. We delete certain things for you when it is ethical to do so, and we work with government agencies, other educational associations, and we work through a number of regional associations.

The American Association of Registrars and Admissions Officers has about 1,400 institutional members, and we have many other associate members. We hold our annual meeting near the 20th of April. This year we will meet in Denver, on the Tuesday after Easter Monday. That will be the beginning of our meeting. We hope that many of you will find it convenient to come there and we do hope, John, that you will have a representative from this Association to meet with us in Denver.

I will try to give you a word, very briefly, about some of the things that we try to do through some of the publications that we have. One thing that we are very proud of is the "College and University," which is the journal of our Association. That is edited by Sam Nock of Pace College in New York. We have published the "Topical Index of College and University" and its predecessors. We publish "An Adequate Transcript Guide." One of the very useful bibles in the educational work is the report we give annually on credit given, "A Report of Credit Given." That is edited by Ted McCarrel at the University of Iowa. That interprets the transfer of credits from different educational institutions as the students transfer from one place to another.

We have the AACRAO "Policies and Procedures," a handbook on how to run the office of Admissions and Registration. One of the finest works I believe that we have done in helping to plan for the great rise in the student population was a publication or a work done by Ronald B. Thompson from Ohio State University, "The Impending Tidal Wave of Students." Nelson Parkhurst, from Purdue, has done a fine job on "Machine Equipment for Efficient Office Operation." Then we have, under the leadership of a very fine woman from the College of the Pacific, out in California, Ellen L. Deering, "Professional Training Recommended for the Registrar and Admissions Officer." Then we have another by Clyde Vroman, from the University of Michigan, "Secondary School--College Cooperation: an Obligation to Youth." And then a final publication, "A

Glossary of Terms Used by Registrars and Admissions Officers."

One of the current things that we are working on now, in which several other agencies are cooperating, is "Space Utilization," and I am sure that each one of you will be interested in the outcome of that study. The initial report will be made in Denver this year.

Again, I want to thank you, John, and Dean Deakins, and President Baldwin, for this opportunity to represent our Association here. I have enjoyed the meeting very much and certainly have received much from it thus far, and I hope to be here for most of the other meetings. (Applause)

CHAIRMAN HOCUTT: Thank you very much, Roy.

Our next guest is Dr. J. Harold Goldthorpe of the United States Office of Education. Dr. Goldthorpe's title is "Specialist in Higher Education," and "Assistant Director, Student Assistance Project." Dr. Goldthorpe. (Applause)

DR. J. HAROLD GOLDTHORPE (United States Office of Education): Mr. Chairman, Friends of the Association: It is very kind of you indeed to invite a bureaucrat from Washington, particularly one who has to bear a good deal of responsibility for inflicting upon you what was referred to by one of the people in a dean's office some months ago as "the gosh awfulest questionnaire that we ever got." As some of you know, and some of you have been kind enough to help us, we are engaged in a rather comprehensive study of all forms of student aid that are handled by the institutions in this country. This blank was sent out a year ago, and with the help of many of your colleagues and of the members of this group we have had what many of us regard as a rather phenomenal response. Now, we do not take that as a measure of credit to the office. We take it rather as a measure of interest and cooperation on the part of the people who are concerned about these problems.

I think you will be interested to know that we have on hand the responses from about 1,700 colleges and universities of this country, out of 1,850 that we carry in the office's directory; and this group of institutions enroll approximately 97% of the students in this country. There are roughly 200 institutions that offer no student aid in any form. That, I must confess, was quite a shock and a surprise to us. They fell into two or three groups, and I think as I refer to them you will see why. They

include a substantial number of public junior colleges which, by law in certain states, are tuition free, with a subsidy that is granted by the taxpayers of the jurisdiction. They include a number of religious orders where the subsidy of the student is carried out by another body outside of the institution. Then they include a considerable number of privately controlled, specialized institutions such as technical institutes, such as conservatories of music, and a rather odd lot group of institutions.

As far as we can make out from the preliminary runs that we now have available, this past school year there was approximately \$100,000,000.00 of fellowships and scholarships granted to students in this country. That is substantially about twenty odd percent higher than it was two years ago. I think you will be interested in knowing, however, that the most common and frequent source of student aid is institutional student employment. There are roughly 100 more colleges and universities who employ students in some capacity or another than those which offer grants.

As has been referred to earlier this morning, the evidence is quite clear that roughly 20% to 25% of the student loan funds are being used. That is a matter of considerable concern to many folks who are interested, as Mr. Stalnaker has referred to, of the untouched potential. And here in an abundant economy, where credit is used for practically everything under the sun, it is quite clear that we have just barely scratched the surface with respect to financing the attendance of some of these able college students.

Just a word or two about our plans for reports, which I hope that some of you will be interested in at a later time. We are completing in a week or two the Directory of Undergraduate Student Aids. We have to get it in in this fiscal year. We will publish in the summer, and with a fairly early adjournment of Congress, so that our stuff can get through the government printing office fairly promptly, we hope to bring out that bulletin in the fall.

A month or six weeks later, we expect to come out with a comparable publication with respect to Fellowship Grants at the Graduate Level. Incidentally, we have turned up evidence at about 350 colleges and universities of giving grants and aid of one sort or another at the graduate level. The analytical study of the data on this ten page blank will be prepared, and we hope that will be available in the spring. We hope to distribute copies to all of the members of this group, and to the librarians and all

of the student aid officers in the colleges and universities as a partial return for the excellent cooperation and help that they have given to us in this project. Thank you. (Applause)

CHAIRMAN HOCUTT: Thank you, Dr. Goldthorpe.

We are drawing near the end here. We have two more speakers. The next guest is Dr. Paul MacMinn, who for many years attended sessions of NASPA; former Dean of Men at Northwestern; former Dean of Students at the University of Oklahoma; former member of the NASPA Executive Committee; for many years active in APGA. He took a post with the United States Office of Education in July, 1955, as Specialist, Student Personnel Programs, Guidance, and Student Personnel, United States Office of Education. He is now serving in the position of Director, Civil Defense Education Project. Paul. (Applause)

DR. PAUL MAC MINN (United States Office of Education): Thank you, John. As Dennis said, it certainly is a treat to come back and meet my old friends whom I have worked with for so many years.

Last summer, I was teaching out at Michigan State University, and upon returning to the office Dr. Wayne Reed, the Assistant Commissioner of Education, called me in and said, "Paul, I would like to appoint you as Director of the Civil Defense Education Project." I looked at him and said, "Wayne, I could think of nothing that would be farther from my interests than that. Thank you." However, I did think back to my days of deaning, particularly at the University of Oklahoma, where I recall that we had a dormitory fire in which we lost the lives of two of our very able students, and in addition our campus was hit by a tornado on two different occasions. I had been through those two situations and I saw how people acted when their ready responses were not available to act in an emergency. I thought about this, and I thought "If there is any contribution in affiliating with this project that I might be able to make, I certainly did want to accept the opportunity." So I told Wayne that I would try it, at least for a year.

The Civil Defense Education Project is a part of the Office of Education and works under a delegation from the Federal Civil Defense Administration. As you may know, the Federal Civil Defense Administration was enacted by Congress in 1950. Since that time there have been amendments to that legislation by Executive Order, broadening the base of this program, not only in

the field of civil defense, but in natural disasters. Our program, as delegated by FCDA -- which incidentally has its headquarters in Michigan -- is to develop and distribute to the schools throughout the nation materials in civil defense education, and to provide technical guidance in shelter and other protective measures.

Perhaps the most productive part of the program to date has been three pilot centers that we have set up. We have contracted with three state Departments of Education; namely, Connecticut, Michigan, and California. It is through these pilot centers and their working directly through the schools that we are able to develop many of the materials that we publish in the form of booklets, information sheets, and teaching aids.

At the present time, we are working on a booklet that will be applicable to institutions of higher education. It is your help in the preparation of this booklet that I would like to ask your cooperation. I will be here through tomorrow, and I certainly would appreciate any suggestions that you might have to incorporate into the booklet, bearing in mind that the United States Office of Education is a service agency, and we do want to be of help to you in this area if we possibly can.

Thank you for the opportunity, John. (Applause)

CHAIRMAN HOCUTT: Thank you, Paul.

We had expected Arthur Hitchcock, Executive Secretary of APGA, to be with us, but I do not believe he is here. Is that correct?

Our last guest is Lt. Joseph E. Barber of the Office of Naval Officer Procurement in Raleigh, representing the School-College Relations Section, Bureau of Naval Personnel, Department of the Navy. Lt. Barber.

LT. JOSEPH E. BARBER (Bureau of Naval Personnel, Department of the Navy): Thank you, Dean Hocutt. Gentlemen, I am sure if we are all as hungry for knowledge as we are for food at this time we will leave here thoroughly brain-washed. (Laughter)

I won't take up too much time. I would like to emphasize for those of you who have not a copy of it, the Navy Occupational Handbook. While it is primarily for secondary schools, it gives complete information. It is a manual for civilian guidance counselors, schools, libraries, employment and youth

agencies, distributed by the Bureau of Naval Personnel in Washington. It sets forth the Navy's requirements for recruiting and procurement. It gives a complete rundown of all occupations, all rates in the Navy, all enlisted and officer programs, and how they are related to civilian occupations; a complete rundown on the pay scale, both officer and enlisted, and quite a bit of good, valuable information.

Should you desire to have one of these for your office, you may get one, (Displaying the booklet) at your nearest Navy recruiter, or naval officer procurement, or if you will give me your name before I leave here today I will be glad to send you one.

For the past two years, I have been working in naval officer procurement in Raleigh, visiting four year accredited colleges and universities in North and South Carolina. In that time, I have interviewed in excess of 1,000 seniors and college graduates who have made application for the Navy officer program. I am sure many of you have been contacted in relation to procurement teams visiting your campus, and you are probably familiar with most Navy programs. However, inasmuch as the Universal Military Training is of prime importance to most college seniors at this time, I would like to discuss two main programs the Navy offers for those college seniors and college graduates who have an obligation to the military but have no affiliation with an ROTC unit in your college.

The Officer Candidate School at Newport, Rhode Island, convenes every two months, and has a four month school that we term as a "pressure cooker." In that four months all applicants or all candidates receive the same academic studies that they would get in Naval ROTC in four years. While this may seem to be a pretty hot and heavy program, so to speak, and you would wonder if any of the training would even rub off, it has proven, particularly in the Korean conflict, that they retain a great amount of this information and have used it to great advantage.

In this four months they study naval weapons, communications, operations, engineering, navigation, naval orientation, seamanship, military drill, and a number of related subjects.

We have another program which emphasizes the Navy's "Stay in School" policy. It is an outgrowth of the old NAFCOT program. The NAFCOT program is still in effect now, but it is being replaced by our Aviation Officer Candidate program. Rather than two year college boys, the requirement is for college degrees, a baccalaureate degree; also that he be physically and mentally qualified, of course. At the end of four months' training at the

pre-flight school, the candidate is commissioned and then proceeds through flight training in a commissioned status, thereby making quite a bit more money, which is the prime importance it seems for most of them nowadays; as well as that if they are not successful in flight training, rather than being reduced to enlisted rank for their two year military obligation to the draft, they retain their officer's commission in an aviation ground status.

As I stated, the basic requirements are a baccalaureate degree, the physically and mentally qualified. In processing these applications, we administer an officer qualification test, and it is quite surprising to see so many -- well, not so many either. I would say 30% of the college graduates who cannot make a qualifying score, a minimum qualifying score on this officer's qualification test, primarily due to a lack of a basic understanding of math, the greatest drawback we have.

When these applicants are considered for Officer Candidate School, we try to take into consideration their interests, their experience, and their educational background in requesting a designator to more or less fit them. For example, where possible we would take a business administration major and submit his name for the supply corps, which would be in a related occupation. Civil engineer, of course, we would try to put him in the civil engineer corps. One who has a law degree would be eligible for naval intelligence. Any engineering or mathematician specialist, we have specialized programs in our modern Navy of varying degrees. Any sciences related to medicine, we would try to get them into the medical service corps. And all college graduates, of course, providing they are physically and mentally qualified, would be eligible for general line commission.

In three years these young gentlemen will gain experience, executive experience that is almost unequalled in any civilian field, because out of Officers Candidate School 80% of the graduates go directly to shipboard billet -- that is, of the general line category. When you get into the specializations, which is a minority, they do not always go to sea, of course.

When he reports aboard ship, normally he will immediately go into training for a position as Division Officer. In that position he will work with people primarily. I like to think of the Navy not as much an organization as a large group of individuals. That is all the Navy really is; people working together. He has a responsibility two ways; both to his subordinates, and to his superiors. He has a responsibility to accomplish his naval mission, to protect the lives of his men, and for a great amount of equipment,

for an expensive ship, and it is a great amount of responsibility to put on the shoulders of a young college graduate. Therefore we feel that this experience is unequalled in the same length of time.

At the end of three years active duty, the graduate of officers candidate school may either get a release to inactive duty, go into his civilian pursuits, or he may remain on active duty for an indefinite length of time in a reserve status, or he may, if he so desires, request to make application for regular Navy, and go into the Navy as a career.

In closing, I would like to mention that I have two sheets, "Your Navy Career," on each program, one for the aviation officer candidate program, and one for the officer candidate program. I will be glad to pass them out. They are excerpts from this book. If any of you who have any questions about the Navy would like to talk to me about it, I will be here through the lunch period, and shortly thereafter. Thank you very much. (Applause)

CHAIRMAN HOCUTT: Thank you, Lieutenant Barber.

I would like to thank all of our guests for their interest in attending this meeting, and I urge you to take advantage of their presence to talk with them during the remainder of the Conference.

This session will close with three brief announcements from Fred.

... Conference announcements ...

... Dean Deakins resumed the Chair ...

CHAIRMAN DEAKINS: We appreciate your cooperation and the participation you have taken in this meeting. We hope you will be back at one-thirty. We want to get started on time. The meeting now stands adjourned. Thank you.

... The Conference recessed at twelve o'clock ...

MONDAY AFTERNOON SESSION

April 8, 1957

The Conference reconvened at one-forty o'clock, Assistant Dean J. Leslie Rollins, Harvard Graduate School of Business Administration, presiding.

CHAIRMAN ROLLINS: The meeting will please come to order. I shall introduce Mr. Perry who is taking over the afternoon session. In the meantime, I would like to say one or two things that may interest you that I gathered from this morning's discussion.

Seemingly, we have a hard time understanding the meaning necessary to each individual here of integrity, and it is really a semantic problem. As I listened this morning, one or two points came out;

Integration and oneness -- we do not think things are important -- the problem of feeling discrimination. I might cite you a little situation from industry. I do not think it would be inappropriate. I saw a large corporation, because of seeming lack of integrity on the president's part, as far as the employees and union were concerned, finally upset a whole business organization, and in the end both the president was relieved of his job, as well as the union leaders. [Remarks off the record]

The Executive Committee met at Allerton House. We talked and talked about this particular problem and subject, and we were very unclear as to whether or not we ought to dare venture into such a subject that would require the semantic problem that you saw this morning. Many of the men there felt so deeply about it that even though we did not know how to talk about it very well, we thought we ought to say something about it, and get our minds better focused on how we could interpret a better understanding on our college campuses.

I think Jim Allen from Texas, without a doubt, in a very short paragraph or two, made it very simple to us as to what we really were talking about, and I would like very much, before Mr. Perry starts, to have Mr. Allen sort of restate what he said to us in Illinois.

DEAN JAMES G. ALLEN (Texas Technological College): Those of us who feel that our job is somehow to keep sensitive

and alive the conscience and the heart of great educational institutions are conscious day by day of the excellent manner in which we are preparing our students for vocational and professional assignments, but wonder sometimes how adequately we are sending them out prepared for some of the moral challenges which they are surely to get.

In the period of stress which lies ahead in the increasing enrollment, with the greater spread of our attention and the slighter proportion of time, percentagewise, that we might expect to give an individual student, I think we would be wise to wonder whether or not this problem will not increase.

It must be surely a matter of some confusion with which a student views what happens on the typical college campus when he moves from the Dean of Student Life's office to the Registrar's office, to the Athletic office, to the cafeteria, to the bookstore, to the library, to the other services which are on the campus, and tries to fit together what should be a common philosophy of ethics and morality.

Unless we are able in our processes to bring some synthesis to this, unless our basic contribution can be by way of bringing a unity of impression, I think we are to that degree failing in our service to our students.

It is with that idea in mind, with the feeling that unless we activate ourselves in the cause of this basic integrity so that there may be discernible for the student on our campuses a philosophy, a shared, agreed on philosophy, basically ethical and moral, that we may expect that our students would have rights in the future to turn back to us and say, "You have failed us."

I think it is in the light of that possibility that it would pay us to stop in 1957 and take a good clear view of the fifteen years that lie ahead, with the hope that by reaffirmation of the basic moral code, which I think underlies the operation of every student personnel administrator on every college campus, his work, his good offices, and see that they are expressing themselves in the new atmosphere, the new climate of the next fifteen years, adequate to the challenge and opportunity which our fine students are giving us.

I think it was in the spirit of that that the executive committee decided upon the theme of this Conference. Thank you, Les, for letting me say these few words.

CHAIRMAN ROLLINS: Because time is short, we will make life simple here, and I shall introduce Chairman W. D. Perry, the Chairman of the Division of Student Affairs, University of North Carolina.

DEAN W. D. PERRY (University of North Carolina): First let me say that Dean Fred Weaver, a member of your organization, is very sorry that he could not be here. He is the Dean of our Student Affairs at Chapel Hill, but he is away on a year's leave of absence at Columbia. I am sort of glad that he is, in that it has given me a wealth of experience this year at Chapel Hill, and among them this rather difficult assignment of today.

It also gives me a chance to tell any story I want to to a group of people that I am not usually working with. So I reach back a long time ago to find the story that I think is most appropriate for the subject this afternoon. It also happens to be one of my favorite stories.

I am a family life education person, a crusader, you might say, and so most of my stories are true stories, and practically all of them revolve around my family. This is one of my favorites of my father-in-law, who was from eastern North Carolina, a little town called Rocky Mount. One day he was sitting on his front porch, and he saw a young lady in her 20s, whose name was Eudora, drive by. She was driving a stripped down hot rod, I guess you might call it, and she was a flapper of course, and she was a very erratic driver.

Well he got out and started up the street, and here came Eudora out of a side street, just as fast as she could come, looking to the right on the sidewalk where some boys with whom she wanted to talk were, and so she ran full into Dr. Braswell's car. Dr. Braswell got out and said, "Eudora, take your car down to the garage and have it repaired and send the bill to me."

She said, "But, Dr. Braswell, I didn't see you at all. I was looking at those boys on the side."

He said, "I know that, Eudora. I know that, but I was sitting on my front porch, rocking, and I saw you drive by, and if I was fool enough to get out on the streets of Rocky Mount, knowing you were on the streets, I should pay the bill."
(Laughter) And he did.

When I got the topic this afternoon, I was not going

to be caught in any such position, so I tried to surround myself with people who have had lots of experience in this field. I want to introduce them to you.

On the end is your representative. He is not on the program, so I am going to ask him to stand. He is Mr. Sam Magill, who is Director of Student Activities at the University of North Carolina. Sam, will you stand?

The next gentleman is our student body president at Chappel Hill, Bob Young. Will you stand, please, so they will know where your voice comes from, and who you represent.

The next person is Jim Nolan, who is president of the student body at the University of North Carolina, at Raleigh. Jim, will you stand?

Next, we have our Moderator, Dr. Bill Poteat, who is a member of the Department of Philosophy, and also a member of our administrative board on student affairs.

To my immediate left is Mr. Ed Fisher, who is President of the student body at Duke University.

Now let me bring you up to date on what we have done in preparation for the meeting. We have had only one so-called meeting, and I am sure that all of you know how that was conducted. A student body president is a very important person and has to go to lots of meetings. Obviously one of them had a conflict and could not come at all. The others either came late or had to leave early. In both cases our own officer of student affairs had another meeting going so he was in and out. The same is true of Dr. Poteat, and finally Ed and I were sitting there talking alone. So that is the amount of preparation we have had for today's discussion. They said, "make it spontaneous" and I can assure you it is going to be spontaneous, because I do not have any idea what they are going to say.

In our meeting, I did try to -- as I say, they went in and out, sort of Grand Central fashion -- I talked about stewardship and compassion and integrity, and you know we had a semantically good time. (Laughter) But since I did not have any answers to the questions, the only way I knew to get them started was to ask them questions, and of course asking questions is easy. I asked questions like -- I had better see what I did ask. This is not spontaneous. I sat up and wrote these down before they came in. I asked questions like this:

Where in our student life is unethical conduct most likely to occur?

Does the size of the institution have anything to do with our ethical, moral problems?

Are there inherent weaknesses in individuals?

Do our colleges and universities' environments aggravate these weaknesses, or help them, and in what areas?

In the matter of conflicting loyalties, do we have rules that go counter to social mores in our college environments?

What about ethical codes, honor codes, campus codes? Do they help or hinder student integrity?

How to administer: Role of faculty, student, and administrators in determining environments of college communities. How can we measure success in this very difficult area?

In this business of integrity, what do students expect of faculty and administration, and then, what does the faculty and administration expect of students? And so on and so forth.

There are any number of questions I could ask, the answers of which I hope the panel will attempt today. I have no idea what their comments will be, but at this point I am going to turn the meeting over to our moderator, and at the end of their presentation, I am going to ask you to either comment or ask questions, so please give us your full attention. I will be taking notes on what they are saying, in the hope that I can comment right at the end of the period, but give us your full attention and we will get you to participate in the program at a little later date. That is a good way, we hope, to increase your close attention.

All right, Bill. This will now be Bill, Sam, Jim, Bob and Ed from now on.

MODERATOR WILLIAM H. POTEAT (Associate Professor, Department of Philosophy; member, Administrative Board of Student Affairs, University of North Carolina): I might have guessed that it would happen, but I did not realize that I was going to be put in the position of having to make some spontaneous and unrehearsed remarks on a subject which had already been talked about by the two previous speakers, namely, the

problem of integrity as a concept. This is going to be my sole contribution to the discussion as such, so I will have to reach into the back of my mind and pull out some other things.

First of all, I want to observe that it is fairly touching to discover that personnel administrators are concerned with the semantics of the concept "integrity," particularly so since there does not seem to be anyone else in the academic scene currently seriously involved in trying to specify what is meant by this concept, and how it properly functions.

It is certainly true that there perhaps is no single topic which is perennially so much the focus of attention and anguished re-examination on the part of students -- very much less so on the part of faculty, and sometimes perhaps with a bad conscience on the part of administrators -- as is integrity, the lack thereof, largely on the part of those with whom we have to work and are the out group, to use a sociological concept.

I wish that even though I in a certain sense make my livelihood by means of confusing already obvious situations by introducing psychomatic distinctions into them, I wish that it were possible to believe what apparently some of you believe, that all would be right if we could just clarify what it is that we mean by integrity.

I would like to observe, as a faculty member now, that the situation of which this problem with which I take it that you and I and students are concerned, is one which is a part of the general malaise in American higher education as a whole. It is a situation which might be described in the sociological word, "anomy," which is to say a state of general lawlessness. This is not to be taken to mean that there is widespread and open warfare on our universities and college campuses, but rather to suggest something that is very close to the heart of the problem with which you are here concerned, and that is the fact of conflicting or completely undefined loyalties that are operating in a situation which not very many years ago could in some sense be called a community, but which in the present situation, and no doubt increasingly more in the future, can no longer be called a community.

This brings me to what I wanted to say very briefly about integrity. It is not just that integrity is just a highly abstract concept that it is difficult for us to specify precisely what we mean, for this would be true of a vast number of other concepts without which we could not carry on even the most

commonplace conversation. It is that integrity is a concept which always functions within the context of a given community of loyalty, fidelity, and a given system of values.

It is just this point that I want to highlight before I take my seat and turn it over to the more practical considerations which my colleagues will make.

What I am trying to point out is that in fact, as you all know, the word integrity comes from the Latin "integritas," by way of the French, and it is the same root as the word "integer" and simply means, in its initial formation, one.

Now this means, don't you see, that it is quite consistent with the good usage of the concept integrity, at once to say of someone that he is a man of great integrity and to say that he is a scoundrel, or that he is a very bad man. That is to say, one can be possessed of integrity and still be the kind of person that we would not wish to have, and with whom we would find it unpleasant, if not difficult to deal.

So integrity you see is this generic conception which always implies a common set of values of a very much more specific sort. I take it that in what Mr. Rollins said at the outset, frequently we use the word integrity to substitute for bad, immoral and other such pejorative designations, when we are misusing that word and do not mean to be saying this at all.

One of our speakers will try to bring out in the course of his remarks the fact that the university "community," and I use this with hesitation and double quotes, in order to indicate that it is used in a very odd way, to say the least, we find a situation in which there are conflicting loyalties operating. Not merely the situation which always has obtained, no doubt, when you have people of one generation trying to deal with people of another generation, but you have this perennial sociological fact further complicated by the enormously rapid growth of our universities and colleges, and this is, in the last analysis, the product of the irresponsibility of myself and other teachers, the increasing absence of any binding community loyalties which transcend the interests of the subordinate communities that exist within the limits of a geographical sort, which comprise our college or university.

In other words, integrity simply means, to put it in a rather commonplace way, acting more or less consistently, and someone can be consistently mad, and still possess a kind of

insane integrity. So when you are taxing students with lack of integrity, it may only be that you are mis-using the concept, and what you ought to say is that the values and loyalties which they profess and which they seek to enact into practice are values and loyalties to which you yourself do not subscribe.

I am not supposing as a result of this analysis, that any of us is possessed of as much integrity as we severally believe. I simply want us to focus our attention on this fact, that when you have a situation where people do not share loyalties, and values, then there is no possibility of integrity, for the word integrity simply means, action with more or less consistency, formed by a more or less specifiable set of principles and rules.

So much for this purely negative, slum-clearing operation, which I take it has already been done several times over. We will now turn to some of the various ways in which different members of these -- shall I coin the word -- "anomic" communities, which are our universities and colleges, try to deal with one another, in a situation which on the whole does not possess a common body of principles, pre-suppositions and loyalties.

Mr. Fisher of Duke University will speak to us about conflicting loyalties.

MR. EDGAR FISHER, JR. (Duke University): Thank you, Dr. Poteat. I did not think that I would have any conflicting loyalty this afternoon when I was speaking to this group, but Dr. Perry sat down and used the microphone, and then Dr. Poteat got up and did not use the microphone, and so I was torn between the problem of being loyal to Dr. Perry or of being loyal to Dr. Poteat.

Like many students, when I was somewhat confused, I turned to the administration and asked Dr. Perry what I should do, and he left it up to me. (Laughter) So I have decided to reach a compromise and stand, as Dr. Poteat did, but use the microphone, as Dr. Perry did. (Laughter)

I do not think that I am really the one to be talking about conflicting loyalties this afternoon. I think Bob Young, the president of North Carolina, would be much better, or perhaps he would even be better prepared at this time next year to talk on the subject. This year Bob is the student at the University of North Carolina, but next year he is going to be a student at Duke University. So I tell Bob that after four years he has finally seen the light. (Laughter) But I know

that he is going to have a conflict of loyalties next year when Bill Murray's Blue Devils run into Jim Tatum's Tar Heels. I just hope that he is loyal to the right source.

This afternoon I would like to talk just a minute or two about conflicting loyalties. This is a topic which Bob and Jim and myself have come in contact with this year. A student body president is in somewhat of an unenviable position. The people who elect him expect him to reflect their views, their wishes, regardless of what he thinks, regardless of what the administration thinks. So the student body president feels as though he should reflect the students' views. He must be loyal to those views.

However, at the same time, he has certain views of his own. He feels that he must be loyal to these views, and then he also feels a certain loyalty to the administration and the faculty, and he feels that he should also be loyal to this group.

So he is torn between the students, himself, and the administration in many cases.

One of the problems or topics of discussion at Duke University this year has been that of the drinking problem. I imagine this topic or problem has come up at most of your schools some time in the past few years, or if it has not come up in the past, you can look forward to it coming up in the future. (Laughter)

Before I begin, I guess I had better not give the wrong impression. I will just say now that I do not think the problem at Duke University is as great as I may make it sound. I am sure that it is greater at a number of other schools, and that Duke is working toward a workable solution to this. This is said on behalf of the deans here from Duke.

MODERATOR POTEAT: This is an exhibit of a conflict in loyalty. (Laughter)

MR. FISHER: At Duke University, any fraternity that has a party must register this party with the Dean's office, and for it to be a legal party it must be registered 24 hours in advance, and it must be properly chaperoned. At these parties there can be no drinking, so this more or less presents a problem to some of the fraternities that first of all they say,

"Well the rule is antiquated. I don't see any sense in the rule. It is a university rule. I feel that I have no loyalty to the rule. What we will do is have an illegal party. We just won't sign up for the party. We will go out to Joe's Cabin and have a big blast here, and the administration won't know anything about it, and we won't even bother with chaperones." So this takes place.

This has been increasing somewhat for the last few years, and so this year a number of students who felt that it was more or less a problem of their integrity, that they were breaking a university rule and regulations, and that it was somewhat of a reflection on their character, they said, "Well, let's either change the rule or let's enforce the rule we have."

So a number of student committees were formed to work on this problem, and to talk with the administration to see what could be done.

Most of the students felt it was a university rule. It was not a rule of the students, and therefore the administration should be the group to enforce this rule. The administration said they would enforce the rule, but that it was certainly a problem for student government, and that students should enforce the rule. Then the students said, "Well, how can we enforce a rule that our constituents do not wish us to enforce, and that the majority" -- I will not say majority, but let's say the students who do most of the talking, and who have the loudest mouths (laughter) -- "feel that we should enforce."

The problem was also somewhat accentuated by the fact that some of the members of the faculty were not exactly playing cricket, and the fact that a number of them would not chaperone because they did not want to take the responsibility, and also several of the members of the faculty -- rather, one or two -- felt that the rule was no good, and they did not think that they should enforce it, and so the chaperones had just as good a time as any of the boys there. (Laughter)

So it was felt that this situation had to be rectified one way or the other. So the rule was not changed, but it has been enforced somewhat more than it was last year. Considering the nature of the rule, and the opinion of the students, I think that it is being enforced and abided by very well. But this is, I feel, one of the fields of the conflict and loyalty problems, and that many students do not feel that they should have to abide by a problem which they do not feel is right. They drink

at home and they feel it is socially accepted, and then why should it not be acceptable when they go off to school? Just because a university which may be church affiliated says that this is the rule, this is what we want you to do.

East Campus at Duke University is also on an honest code, or honor system. We have an East Campus at Duke, which is for women, and a west campus which is for the men at Duke University. So the common saying at Duke is, "Go East, young man; go east." (Laughter)

But we have somewhat of a problem there, because the two campuses are not closely enough connected really to be one university, and some people accuse Duke of having a double standard, one for west campus and one for east campus. East campus girls do have an honor pledge, which they take when they are freshmen, saying that they will not go to any illegal parties, and will turn each other in, and so forth.

This presents a problem to the girls, I know, in the fact that they are on their honor not to attend these illegal parties, not to drink at these parties, and they are also supposed to turn in any other girls. So if they see their good friend doing this, they are torn between the loyalty to the oath they have taken, and also between the loyalty which they have to the girl.

We on west campus are talking about the possibility of installing an academic honor code and work has been done on this and will be continued the rest of the year and next year.

I think that a problem that I am sure you discussed this morning, from what has been said, is that of integration. This is also a big topic at Duke. Most of the students feel that integration should take place, that it should be started in the graduate schools, probably the divinity school, and that the Board of Trustees should approve this, and it should go into effect.

However, Duke University is still not an integrated school. Many of the students feel that the university is not living up to the ideals upon which it was founded, especially in the divinity school where they profess certain principles of brotherhood and yet exclude members of the Negro race. So this has somewhat of a degrading effect on the student body, in the fact that they think to a certain extent that the

university administration, Board of Trustees itself, is not being loyal to the principles upon which the university has been founded.

So these are just three things that came to my mind when I was asked to say a few words on conflicts of loyalty. The problem of drinking, and other rules which may be socially acceptable and which the individual feels that he is loyal to himself no matter what he does concerning the rule when this comes in conflict with the university principle; and also an academic honor code when someone is placed on his honor to be loyal and turn in a friend of his whom he sees violating this code; and also the problem of integration.

MODERATOR POTEAT: I suppose we could summarize that by saying that the most vexating conflict of loyalties, and the one which puts the student in the most embarrassing positions when he tries to act with integrity is the conflict of loyalties between the demands that are put upon him as a member of the university community, and those which are put upon him of a quite different sort by the larger society in which that university exists and from which he has come when he enters the university.

Well, now then, we are going to hear from James Nolan of North Carolina State, who wants to talk about faculty administrators and students in relation to this whole problem.

MR. JAMES M. NOLAN (President, Student Body, State College of the University of North Carolina): I too have a conflict with the man who wrote out the program. The name is Nolan, with no "d," of the New York Nolans. (Laughter)

I would like to say, first, that the very informative talk of the President from Duke is appreciated, however, over at Raleigh we do not have this problem of drinking. Our rule simply states that at all college functions we do not condone the use of alcoholic beverages. (Laughter)

MODERATOR POTEAT: You mean not even for medicinal purposes?

MR. NOLAN: For no purposes. It is just not condoned. (Laughter)

I would like to take a few minutes here to talk on the role of the students, the faculty, and the administration on the college campus and as a part of the college community. I have been since informed that we do not have a college community, but

I will go on the assumption that we do. (Laughter) All I can say is thank goodness that I don't go to Chapel Hill. (Laughter)

As I see it, the three bodies that compose a college campus, the students, the faculty and the administration, are three separate caste systems. A man cannot truthfully be a student and at the same time a member of the faculty, and at the same time a member of the administration, and have the same outlook on the campus life. The faculty, in so far as student life is concerned, generally tends to be conservative; and students, though they have been called many things, I cannot remember anybody ever having called them conservative. And someplace between this conservative and this liberal group that comprises the faculty and the students is a bridge, and we call that the administration.

It is the purpose of this administration to correlate the recommendations and the ideas of the students, to carry out these ideas, and generally to establish a set of values for the students. More so even than the faculty, particular at a technical college like State, where the class discussion is limited to integration of calculus, chemistry, thermodynamics, electrical engineering courses, and so on, the opportunity for the professor to give the student a philosophical outlook on life, to give him the ability to make the decision between right and wrong in so far as his moral code is concerned, does not exist. That is where the role of the administration comes in in our school. I feel that in many cases it is the responsibility of the administration to make a man of the student.

The student comes to the college and he must be taught to stand on his own two feet. He must be given a set of values so that integrity means that he can at least, at the very least, come up to the mores of the group. And it is the role of the administrators to see that he gets this feeling.

When the student comes to the administration with a problem he is, as was pointed out, torn between many different points of view. There is the view of the students, the radicals or the vocal few who want a regulation established or a regulation done away with. He is torn between the desire to do what he personally feels is right and what his constituents feel is right, and between what the administration will feel is right, and what he feel is right. So the most important thing he will learn in dealing with the administration is that he must compromise; and that is true in every day living. He will have to make a compromise between the totally good and the totally wrong. Somewhere in there he is going to have to compromise, but never in principle.

He will never compromise in a principle, but he must learn that to get along with people he must have a set of values that will shift and meet each situation as it arises.

Perhaps too many of our administrators tend to treat the people who come to college as boys -- little boys. Well, I will admit that I am not a little boy any more and the same holds true for many of the students on our campus. Over 25% of our student body are married and have families. These students are men. They have come to college to learn, and it is the job of these people to give them a set of values. As I was telling the Dean of Student Affairs, if it were my position or my job to set up the entrance requirements to the college, I would hold it as prima facie evidence that a man lacked the maturity to attend college if his mother brought him to the registration line. (Laughter) I honestly believe that.

I believe that when a man is 17 or 18 years old he is old enough to put a uniform on. He is old enough to be given a weapon; old enough to kill or be killed. The army makes no distinctions. There are no boys in the army, and certainly people in the same age bracket should not be given any privileges because they are now in college.

This brings to mind a story that I told the freshmen at State College during the last orientation. At State College we have approximately 75 women students -- none of them residing on the campus; and therefore, for diversion our boys are required to go to the various women's colleges located in Raleigh, one being a mile and a half away. Those excursions used to take place and it used to be a big game on the college campuses, people going over to the college dormitories, and our boys used to get in on that. They had to march through Raleigh and the police would also get down there and wait for them. I tried to make the point that these were no longer boys. When they were younger and going to school and did something wrong their mothers would spank them, and everybody would say to them, "Sonny, don't do this, and don't do that." This was passed, and these policemen were going to treat them as men. And in this state forcible trespassing is punishable by death. (Laughter) I wanted to impress on these people that they were men and these policemen were going to treat them as such; and if one of them should get shot and killed that I would feel rather ridiculous having to write his mother, "Dear Mrs. Jones, it is with deep regret that I inform you that your son, John, was killed in action while taking part in a soiree out here at the women's college." (Laughter)

So I think it is the job of the administration to make sure that our people are grown; have a grown and adult sense of values, and that if we fail to do this, if these people leave something less than what they should be, that the fault lies with the administrators, with the people who have the power to instill these values; and I would like to go into greater detail as to how I think you should instill these values but I have been limited by time, so I will wait until the discussion period. (Applause)

MODERATOR POTEAT: You have heard us talk now about certain philosophical issues, and now more recently the practical questions involved. At this point we move quite frankly into the realm of the fabulous and the mythological. Sam Magill is going to talk about the administrator as a person of integrity. (Laughter)

DIRECTOR SAM MAGILL (Director of Student Activities, University of North Carolina): I am going to stay seated. I need my strength. (Laughter) I appreciate this opportunity to serve on this panel. Quite frankly, I am a novice in this field. I think I have been here less than two years at the University of North Carolina, and so some of the things I say may belabor the obvious to all of you who have grayer heads than I and have longer tenure in this profession.

Not long ago, I attended the football banquet at the Chapel Hill Country Club which was to honor the letter winners of the previous fall. The toastmaster was Coach Jim Tatum, more affectionately known as "Big Jim." The after dinner speaker was one of our professors of history, Dr. James Godfrey, and in his remarks he told us that before "Big Jim" came he was known as "Big Jim." And one of his many regrets was that he seemed to be passing off of the top of the hill and seemed to be losing the prestige which he originally had and the name which he had used of "Big Jim." He said that occasionally even yet, however, some of his colleagues would sidle up to him, and some of his more timid and weaker colleagues would come up and look around furtively and whisper in his ear, "You're still 'Big Jim' to me." (Laughter)

I think one of the dangers that student personnel administrators run into is that one of his most cherished desires is to be "Big Jim" or "Big Sam," or "Big Joe" to the students or to his faculty colleagues or to his administrative colleagues, or to the trustees; and so in seeking to maintain this status and prestige among either of these groups he may do all kinds of things which might be injurious to his integrity.

This is one of our problems, I believe, one of the things

that we tend to do. We want to be held in high esteem by those around us.

It seems to me that one of the major problems that we as administrators have is the same as the problem which the student body president or the student, or any of the other persons in this fragmented university community has: That is being caught in a tension between the ideals, the set of values held by these various communities within the community. We are in a position of trying to represent and serve institutional policy. We are trying to meet and satisfy the expectations of the persons in the state, or the public. We are trying to meet and satisfy the expectations and desires and interests of students. And we also try to satisfy, occasionally, parental concern. All of these segments tug at us from every side.

I think it is one of the difficult things in our job to be persons of integrity when frequently these fragmented communities represent entirely different sets of values, different moral standards. I refer to a situation which occurred at Chapel Hill about a year and a half ago. We have a group which liked to call themselves "The Philosophical Society of 1799." This philosophical society was more commonly known as "The Ugly Club." They were students who tried to make themselves as ugly as they possibly could in terms of their action and behavior.

It all came to a head one day when they had a big cabin party. One of those, I suppose, that Ed refers to that they have over at Duke.

MODERATOR FOTEAT: That is where they got the idea, isn't it? (Laughter)

DIRECTOR MAGILL: That is where they got the idea. But the upshot of the matter was that the university was placed in the position, or rather the student personnel administrator was placed in the position of trying to represent university policy, trying to satisfy the concern of the parents for their boys involved in the escapade, and trying to satisfy the expectations of the public who had learned about the incident through the state press. This is, I think, the kind of thing that we all experience today, day in and day out, in our positions.

So I think it poses the problem of the university student personnel administrator as one of integrity. To what is he loyal above all? It seems to me that first of all he is a representative of university or institutional policy; that he should seek to

achieve unity of institutional policy; and more specifically in regard to student personell problems, the kind of policy which will recognize the mores of the society in which we live and operate as being extremely powerful in the motivation of student behavior.

Too often, I think we tend to abide the kinds of policies which have long passed the era in which we live. It seems to me that one of the responsibilities of the personnel administrator is to seek the change of policies which no longer meet the needs of our society.

First of all, I should say that we should seek the integrity of institutional policy, a unity which is realistic in terms of our present day society. Secondly, it seems to me we should week to communicate this policy as truthfully as we can to our student constituents, as well as the process of policy determination. Here is one of the areas in which I think we most neglect our responsibility; that of communicating adequately to the students what is involved in making a policy decision. This communication should be made in truth, and in a sense in love, recognizing the dignity and the welfare of our students, and not treating them as pawns, or as things.

By way of a footnote at this point, I think that if we are to recognize this kind of an ideal relationship, we should also recognize that if the Hebrew-Christian tradition says anything to us of truth, that we must recognize that all students are not or cannot always be expected to treat matters of delicacy with good judgment or integrity. For example, you all know when the reporter from the student newspaper comes up to get a big story and you sit down and tell him frankly what the story is and hope that he will use this as background material when the story finally breaks, and then to turn around and find that he has spread it over the front pages of the daily paper -- I think you know what I mean. It creates a tension between open and frank discussion on the one hand, and the need to protect the vital and delicate information which sometimes is very important. Caught between trustees and faculty on one side, and students and curiosity on the other.

There are two other things that I should say briefly. The administrator as a person of integrity should be representative of student interests and opinions. He should faithfully convey and represent to the responsible persons in the faculty and trustees the interests and ideas of the students. At the same time, however, he should be completely frank in representing his own judgment in

regard to these opinions. He should exercise this faithfully so that students should know what the position and what the stand of the administrator is going to be. If a student body representative comes up and asks to have some kind of policy passed on and represented to the faculty, and if the administrator differs, he should inform the student, but should also try at the same time to convey the student opinion as faithfully and as honestly as possible.

One other area. I should say this as a counselor and adviser to students. I think this is obvious to us all: That the student administrator, personnel administrator, should also respect the confidence and trust of students. I think one of the things that we tend to do is gossip among ourselves about student problems that we have. Frequently this confidence and trust is violated either unintentionally or intentionally. This does not mean that our own positions in discussing matters with students should be necessarily obscured for the sake of objectivity in counseling with students, or for the sake of student initiative. Our role is one of educator as well as counselor, and I think if we fail to recognize that it is a dual role we fail in our responsibility.

These are a few, probably obvious, remarks, Dr. Poteat. I think this is about all I have to say at this point.

MODERATOR POTEAT: Now it is appropriate after hearing on this topic from an administrator to hear from the President of the student body now retiring at the University of North Carolina, who has had to deal with Sam Magill in his role as an administrator, what it is that students expect from an administrator. Bob.

MR. BOB YOUNG (University of North Carolina): Thank you, Dr. Poteat. As I stand, I am not being lacking in my loyalty to my administrator here. I just feel that I might feel a little better as I stretch from sitting. And if there is one thing that I have learned this afternoon with this panel it is something that I will certainly put into practice in the years ahead; and that is that I shall never again follow the Presidents of the student bodies at Duke and North Carolina State.

We do have a community at Chapel Hill, Jim, and maybe it is because we do not have a railroad track running through our campus that divides us up that causes some doubt in the minds of my fellow presidents.

My purpose this afternoon is to convey to you what I feel you will recognize as obvious situations once I point them out. I have served during the past year as President of the Student Body at Chapel Hill, and I feel I have learned many lessons of practical experience to me and to the students whom I have worked with, and I hope that some of these may be passed along. What I would like to do is to present to you what I feel are four attributes that are expected from students on two levels. I feel that there are probably two types of students that administrators come in contact with who have expectations of you; and I speak here of what we will call the average student. He has what I feel are four expectations of you.

The first of these is that he expects you to take a positive stand. With relation to our particular campus, and I am sure with relation to many of your campuses, this can be put into practical use with the honor system. If the administrators do not take a positive stand and do not have faith in any system on your campus, whether it be honor system, or what have you, then certainly how can you expect the average student to follow it?

The second attribute or the expectation that I think the "average student" has of you as an administrative official is that he expects decisiveness from you; whether the decision be on a major problem, shall we say, or on a minor problem. Here I think I can call to your mind a problem which is evidently national in its scope. It seems to touch the Big Ten, the Pacific Coast Conference, the Southwest Conference, and our own ACC, and that is athletics. I feel that the average student certainly has an opinion about athletics, and he certainly expects administrative officials to take a stand on athletics and not bawavering with the wind with this particular, most important policy that affects not only student leaders and alumni, but also affects the average student. So I think the average student expects of you another thing, and that is decisiveness.

Another, is that the average student certainly expects the administrative officials to have confidence in his student leaders. If this is not expressed and put into effect, then certainly he himself can have no confidence in his own student officials. So I think this is another rather obvious thing, that you as administrative officials, if you have student officials, then certainly you must express and convey a confidence in them that will permiate the entire student body.

The fourth is one that I think is also obvious; and regardless of whether the campuses be large or small I think the

fourth expectation of the average student is that his administrative official be one who is a friend to everybody. Now this, I say, is obvious, but I think it is one which affects and has some possibly long lasting effect on what we call the average student. If you, as an administrative official, play favorites among the students, among the, shall we say, classes of students with which you associate, then certainly the "average student" can have little respect for you or for your dealings with students and with student problems.

So then we turn to another group of students, the ones with whom you come into contact much more, and they are the student leaders; the editors of your newspapers, the presidents of your student bodies, the chairmen of your councils, etc.

Once again, I would say there are four major expectations which we -- and I speak for student leaders -- have of you individually and collectively as administrative officials. The first of these is frankness. We expect you hopefully to certainly be frank in your expressions to us. And here I would like to call to your attention a feeling which I think is representative of student leaders throughout the country. By saying that we expect frankness, I say that we do not expect you to agree to every proposal that we bring to you. We certainly do not expect you to say "Yes" to every program that we come up with; but we certainly do expect to know why you say either "Yes" or "No."

Frankness, candidness, in your opinions and in your expressions to each of us as student leaders and as student representatives I think is one of the prime expectations that we justifiably have of you.

Second is an expectation of open-mindedness. Many of us on our campuses, or many of you on your campuses, have campuses and traditions which you fit into and which you fail to listen to any proposed change to. So here I think that an open-mindedness is an attribute that certainly should be evident in every administrative official. Once again, not that you should always agree, but you should be free to change if the student leaders come to you with a problem that seems to be well thought out, maturely presented, and to be of some progressiveness in its nature.

The third thing I would say that the student leaders rightfully expect of you as an administrative official is a sense of fair play. As I have said, in dealing with us we do not always expect agreement, but we expect you to treat us the same way that you treat your colleagues. In other words, when we are discussing

the drinking problem, for instance, don't you as an administrative official or as a Dean of Men tell me as a President of the Student Body that you feel the drinking rules should be abolished, and turn right around and tell the President of the College that you feel the drinking rule should stay in indefinitely. This is what I mean by a sense of fair play. In other words, let's play the game according to cricket. You tell us, in all confidence, I think, what you expect of us in the same manner that you tell the President or your administrative executive what you expect of us. So I think a sense of fair play is important, a standard that you adopt to use in our dealings in the same manner that you adopt in your dealings with your other administrative colleagues.

The fourth attribute or expectation that I think we can have of you is a word that I learned last summer in a marriage course of mine, which I think is most fitting and most appropriate at this time. That is that we expect, and once again I think rightfully so, a feeling of empathy toward us; that you should be empathetic -- and I was told while driving over here this afternoon that this is a word. (Laughter) You should be empathetic toward our situations. We had a delightful discussion at lunch today. I was very amused to hear that six or seven years ago, before our Director of Student Activities became an alumnus, that they had some rather risque dealings in their day too. (Laughter) This is what I mean; that we expect you not to forget completely that you were once a student, that you were once involved with the same temptations, that you once had the same desires. (Laughter) Ours is a coeducational university. (Laughter)

I think the point is certainly one which I feel is of merit, and that I will close with.

These are the four expectations which we have as student leaders; namely: frankness, open-mindedness, fair play, and empathy. As an average student I think he has a right to expect of you a positive stand, a sense of decisiveness, and he expects you to express confidence in his student leaders, and he expects you to be a friend to all the students. These are the expectations which we have as students of you as an administrative official. (Applause)

... W. D. Perry then assumed the Chair ...

CHAIRMAN PERRY: We started a little late but we are going to end precisely on time at three-fifteen. That means that we will have to do a whirlwind finish. It is nice to work with a group you do not have to warm up on the next step of this, and

that is the buzz session concept. We will give you seven minutes, please, for you to make either a comment, ask a question, or retaliate, if you wish if you feel you have been energized to the point where you think they have been too aggressive in their statements. So take seven minutes. Break into groups of seven to ten, wherever you are sitting, and then we will call time in seven minutes. That will give us seven more minutes to hear what you have to say, and you might designate one of your group to make a very quick statement or question, and then we will have seven minutes for that, which will leave me four minutes to summarize. So will you break into your groups, and we will give you the time at the end of seven minutes. We will see how fast we can do this now. Talk about this now for seven minutes and then we will have our discussion.

... Seven minute buzz session ...

CHAIRMAN PERRY: Let's have your attention please, gentlemen. That was seven minutes according to my time. Anyway, you had an opportunity to stretch and move around for a minute. Let's have either a question or a comment or a rebuttal statement if you would like to make it.

DIRECTOR ELDEN T. SMITH (Bowling Green State University): We had a buzz group of three, which was made especially significant by the contribution of Dean Carmichael, the Dean of Women at the University of North Carolina; so we are glad to have her with us. The point we made is this -- and none of the gentlemen mentioned it. One of the important aspects of this whole problem of understanding and integrity is the problem of communication between administrators and students.

CHAIRMAN PERRY: Somebody made that point, I believe. Was it you, Jim?

MR. NOLAN: No, sir; but I would like to comment on it.

CHAIRMAN PERRY: All right, comment on it.

MR. NOLAN: Communication is always a problem. In the service, if you do not have good communications someplace your lines will break down. How we have established our communication, we have a liaison committee. This is composed of the Chancellor of the University, the President and the Secretary of the Faculty Senate, the Dean of Student Affairs, and the President of the student government, and one other student. Each Friday afternoon this group meets at two-thirty. At that time the business that the

students have conducted is brought up; the business that the faculty has conducted is brought up; and the administration brings up its views, and everybody is informed of what everybody else is doing. We have found this to be most beneficial -- particularly in one case last year where we changed our Christmas vacation; changed the academic calendar.

CHAIRMAN PERRY: Sam, there were some views on communication expressed by you. You mentioned communication.

DIRECTOR MAGILL: I don't think I have anything further to say on it.

CHAIRMAN PERRY: Any other comment from the floor? Let's see how many we can cover from the floor. A question or comment from the floor?

DIRECTOR R. L. HANSFORD (University of Akron): My question is this -- and the students can put it in any context they care to. Are the students willing to pay the price of integrity? They want to be taught it, and by the compromises by the deans or the faculty are they willing to pay the price it sometimes takes to develop that integrity?

CHAIRMAN PERRY: Students.

MR. FISHER: I will more or less retaliate by firing the question back at you and asking you what the price is.

CHAIRMAN PERRY: He does not quite understand your question I do not believe.

DIRECTOR HANSFORD: I am not quite sure I can break it down any more. A couple of the panelists mentioned that the faculty are to teach content, and the students need more than that; they need to develop a set of standards, morals, ethical behavior; the deans being the compromisers between the faculty and the students. If they are going to develop integrity in students sometimes they have to be pretty rough. There are examples that were given. Just how far does the student want to go to have the majority of them develop this integrity and this set of standards that we are talking about?

MR. FISHER: I imagine most deans probably asked the same question. There is something I have wondered about and that is: Do the students develop integrity and responsibility and then when the administration sees that they have developed this integrity and responsibility they give the students more respon-

sibility; or should the student first be given the responsibility and then he would develop the integrity and the outlook to live up to this new responsibility which has been given to him?

MR. YOUNG: I would say this: I think probably, speaking in all frankness and facing the situation realistically, that there are innumerable students on campus -- regardless of what type of campus they might be on -- who are not willing to pay the price of integrity. For instance, there are those who are not willing to abide by the drinking rules. There are people who are not willing to abide by the honor codes. You can go right on down the list. However, I think that it is up to the administrative leaders and the student leaders to set the tone on the campus for whether or not the average student is willing to pay the price; and if the administrative officials and the students in cooperation set this tone, then certainly students are not going to feel that they are paying any price, that there is no sacrifice to be made.

So I think it boils down, Dr. Perry, to whether or not the students really have the right examples, shall we say. And even then, I think it is questionable as to whether or not the average student, shall we say, is willing to pay the price.

CHAIRMAN PERRY: Let's get another question from this side now.

DEAN LLOYD: The members of our buzz group were delighted at these refreshing descriptions and very vital descriptions of what can be expected by the student with reference to a student personnel administrator. Your discussions led us immediately into this conflict of integrities, for although this was not the subject of the meeting we were trying to, in our own minds, say, "Well, now, what will the administrator expect of the student leader by way of integrity? And what shall we do in order to be able to see campus government in a little broader sense than merely student government versus administration?" The student certainly has to represent those who elected him; and yet these same characteristics if we as deans can expect -- and ordinarily we do expect and find it -- these same characteristics on the part of the student leaders, and if the student leader finds these in the student personnel administrator, we usually are able to find an integrity of campus government. If it breaks down on either side, the side that drops the standard leaves the other one in a trap.

CHAIRMAN PERRY: That is an excellent statement. Let's have one more.

DEAN RICHARD E. HULET (Illinois State Normal): I think we went one stage further, and that is with the assumption on the part of the administrator that the student leader does truly represent the student body and its mores and its values, and represents a person with integrity; but what happens when the administrator finds that the student leader does not really represent the student body in that respect, and what does the administrator do now?

CHAIRMAN PERRY: Anybody want to comment on that?

DIRECTOR MAGILL: I was just trying to say, in trying to comment on that, that sometimes you are right, that the student leader does not always represent student opinion or behavior. It seems to me that one of the things that we have come to recognize vividly this year at Chapel Hill is that as administrators and as faculty and as a student, and as a university community, indeed, that we must really understand the total set of value being used in a university community. It seems to me that one of the ways that we can at least find out what these sets of values are, what standards of morality are being used, is to conduct, in a sense, a survey -- I suppose we always turn to a survey -- but a survey as to what are the determinative factors in student life.

For instance, is there a double standard of morality, one being the traditional set of values supported by the university administrators, student leaders, and faculty; and the other side, another set of standards which are supported, given impetus by -- well, take for instance, the social elite on a campus, which drags along or draws along a large fragment of the student body. In other words, what are the standards of morality and behavior which are generally observed on a campus and which are not always represented by student leaders? Indeed, sometimes student leaders who do not agree with the unwritten code cannot really faithfully represent. It seems to me we have to dig deeper sometimes in order to find out what these standards of behavior and morality are.

CHAIRMAN PERRY: I think I will take the next four minutes simply to read you the five sentences that I wrote down reflecting these five presentations. But before that, I do want to say that one of my questions I am afraid we did not get to, and that is "How you measure your effectiveness as either a student leader or as a personnel administrator?" and of course that is a whole area in which we have to be concerned, if we find out whether we are doing a good job in this area or not.

I know that it is a very hard thing to do. When my boys were very young they used to say, "Oh, even you can do this, daddy"; meaning blowing bubble gum. Well, I wouldn't blow a bubble to save my life when I started, and it was very hard for me to learn, but finally I got to blow one bigger than theirs, and then I was sort of effective for a little while in an area. (Laughter) Ever have one explode and go all the way back to your ears? (Laughter) Now it is another area. The same thing. But we have to know how we become effective in these areas.

Here are the summary statements; five of them. First, on integrity, I wrote: "Integrity to be meaningful in a college community must be shared by all of the individuals in some commonly shared loyalties." Two "shares." You can take one out. (Laughter) But the idea is that sharing of loyalties by all of the persons in the college community is the basis for integrity, and not the wholeness and oneness that we keep talking about, because we can be whole and one in the wrong direction.

Second: The conflict of loyalties is one of the main bases of ethical behavior in our colleges and universities. That, I think, is a pretty obvious and strong point.

The third sentence I have written: "In the roles in college communities, it is the duty of administrators to instill the value concepts which they wish." I believe that summarized the main point there; that college administrators had the responsibility of instilling in the student body these value concepts which they thought were the correct ones.

Number four. Wait a minute. This is Sam's. He talked about the inherent weakness of individuals, and also the responsibility, again, of integrity of the administrators. I didn't do a good job on you. I am sorry, Sam. You did a good job, so I will just skip that one. (Laughter)

And finally, the last one was easy, because he gave it to us in 1, 2, 3, 4, order; and that is what he expects of you, and I am sure I saw a lot of you taking it down, and I will just simply say, first: a positive stand, decisiveness, confidence in student leaders, and the business of simple friendliness, being a friend to student bodies; and then the student leaders expected: frankness, open-mindedness, fair play, and empathy from student administrators.

With that brief summary, I will declare the meeting adjourned, and it is three-fifteen by my watch. (Applause)

... The Conference recessed at 3:15 o'clock ...

MONDAY EVENING SESSION

April 8, 1957

The Conference reconvened at nine-twenty-five o'clock, Dean James G. Allen, Texas Technological College, presiding.

CHAIRMAN ALLEN: Will you please come to order so that we may have the reports from the five sections. We will call for the reports in the order that they are listed in the program.

Section I, on the topic of basic integrity as applied to student discipline, principles and procedures; Dean Joseph W. Crenshaw, Pratt Institute, will make the report.

DEAN JOSEPH W. CRENSHAW (Section I; Pratt Institute): When Hank Middendorf saw me over there at the door, sitting there thinking about some of the things I was going to say, he asked, "Do you have pages and pages of notes?" I said, "No, just three jokes." He said, "Fine."

That is the truth, believe me, because I received this piece of paper that said, "There will be an opportunity for you to report on significant conclusions or recommendations; that this should not be a complete report of the activities in this session, but only those conclusions, recommendations or good jokes which you wish in the minutes." (Laughter)

Now our first speaker got up and said he had heard so much about integrity today that he was reminded of a little girl who stole her mother's girdle and didn't have the guts to wear it. (Laughter)

I tell you that because I want to point up the fact that we think that students do have the guts to wear the girdle, so to speak; that students can carry a part of this load, this discipline load, and that there is an increasing awareness on the part of educational administrators, those of us here among them, of the important contribution that students can make in their participation in the administration of higher education, and this is one of the areas.

We can assume safely that when the students come to us -- and it was estimated that the percentage might be as high as 95 or 99 per cent -- that percentage of them has a good basic sense of values, and a high degree of integrity when they come to us. These students can be counted on to help out with

this problem of discipline.

The speaker from Miami University told us briefly about this little booklet, which I am sure you can have if you write to them and ask for it, which is called "Student Government, Student Conduct, Academic Regulations for Undergraduate Students." He told us briefly about it, and I think it is a plan for aiding students to plan programs of this kind.

As we discussed it, there seemed to be some evidence of a belief in the positive approach to discipline, as opposed to the preventative. Unlike the doctor in the past who used to cure a disease after a person became ill, we progressed to the point where we were giving shots to prevent the disease from occurring if a person were bitten by a mosquito. We then developed to where we thought we should spray all the ditches and kill the mosquitos so that we should eliminate those conditions so that problems would be unlikely to arise.

Now the second joke (laughter) has to do with disciplining as need for practical lessons. I suppose most of us have been guilty of that, but we are going on record as opposing disciplining students to prevent future occurrences of the same thing, or disciplining in a certain practical way because the problem is too big to handle otherwise, or disciplining for practical reasons because we lack the imagination to do anything else.

I am reminded of an article I read recently about a custom in Burma. For centuries a woman was required to walk three steps behind her man, as they walked on the public streets. Lately it was noticed that the woman was walking three steps ahead of the man. When they were questioned about this, they were asked, "Why, after centuries of the women walking three steps behind the man, have you suddenly changed and have the woman walking three steps in front of the man?" The explanation was this, "Because since World War II there are so many unexploded land mines." (Laughter)

So we believe that except where the welfare of the group is threatened, that it is hard to justify any kind of discipline except the rehabilitative kind of discipline.

Then we do not think that -- this one that involves basic integrity -- a person, a dean of students for instance, should be afraid to take a stand in disciplining because he is afraid of what the faculty might think, or what the students

might do in the way of bringing pressure on him and the school, and what the newspapers might say, of how the president might feel about it, or what the parents might do.

We know that hardly anybody has no enemies at all. Now, this is my third joke.

A minister was giving a sermon one night, and he asked, after speaking for a long time on brotherhood, if anybody in the audience could get up and say honestly that he had no enemies in the world. Whereupon a very old man stood up and leaned on his cane, and said in a very quavering voice, "I have no enemies in the world."

The minister said, "Well that is fine, sir. Now will you please tell us all here, because this is such a remarkable state to be in, how it is that you have no enemies in the world?"

Whereupon the old man took his cane and he waved it at the minister and said, "I have outlived the bastards."
(Laughter)

CHAIRMAN ALLEN: Dean W. Ramsay Jones, Gettysburg College, will report for Section II, that applied itself to the topic of basic integrity as applied to fraternities.

DEAN W. RAMSAY JONES (Section II; Gettysburg College): Gentlemen, we found this to be a rather rugged one in that we have different situations, no matter where you go. Sometimes it works out very nicely, and a situation that will work out one place will not work out well in another.

As you all realize, the fraternity system was developed years ago primarily as a social activity. At that particular time there were no standards. It was a matter of getting together. Since that time there has been without question a great deal of integrity developed. Not as much, however, as we would like. That may be due to our own responsibility, our own shortcomings.

We know that we have been accused in the past of three great things: Respect for others. Respect for the property of others. The development or acceptance of a responsibility. All of which we have worked for and have tried to better ourselves, and in some cases we have gained some ground.

If a fraternity is good in one spot, that is no

reason why it should be good in another. We really do not know the answer to that. It works hand in hand. You may have a good church of a certain denomination in one town. That same church in another town may be a very weak one. It is one of those things we cannot answer.

Also in the past, the fraternities have been charged with a lack of integrity and respect to their political actions on the campus, the strength to oppose any change that might be made by the administration, and also, in some cases, betraying of certain confidences that they should not. They are definitely a minority group, and they are bound to protect themselves at all costs.

These fellows all arrive on our campus at the scene of our college, with a reasonable amount of integrity. Basically that integrity has come from their home. Within the next period of time, which is usually a few months, that integrity has been completely changed. They have a feeling of not knowing in just what direction to turn, whether it be to the loyalty of their college, or the loyalty of their fraternity. It is usually loyalty to the fraternity, which we do not like, but which we can do very little about.

How can we develop further integrity? How can we have better integrity in our own university or college?

The chairman of our National Interfraternity Council has recommended that all deans be good friends with the National office, and that when something goes out to a particular fraternity, that they be kept advised as to what action you have taken, because by so doing you will keep them posted, and they will be able to take some steps to correct it.

How is all of this brought about? I always like to look upon the fraternity system as being a complete pyramid, with your fraternity on the basic line. Then as you go up to the apex of the triangle, you have your alumni group. You can always go to them. As a matter of fact, they should be above our fraternity president. We act directly through him. On his shoulders the responsibility is placed. He either proves to be a good person, a person who can be counted on to develop integrity in his group, or if he is not, then you have the weakest sort of a group possible.

So if we could keep in mind advising our national officers, being friendly to them, keeping them posted, I think

we will go a long way in reaching our aims. Basically all of our fraternity rituals, and all of our ideals tend to be based on one common idea. Once we can put across to the individual that these are highly important, that they are the basic ideas by which they should conduct themselves, then we have made progress.

CHAIRMAN ALLEN: The report for Section III on basic integrity as applied to student government will be made by Dean Batts of Vanderbilt University.

DEAN W. O. BATTS, JR. (Section III; Vanderbilt University): The initial part of the discussion on student government was concerning the areas in which students are competent to deal, and it was found that students participate rather generally in the area of discipline, and that they handle this responsibility well.

There were some members of the group who reported that students also participate in the area of curriculum, but there was not general agreement that students are fully competent and qualified to participate in this area. Those who did speak in favor of student participation in curriculum development, pointed out that curriculum committees which are composed of both student and faculty members in the last analysis make their recommendations to the faculty and their recommendation must be either accepted or rejected by the faculty. Therefore the student participation in such committees is just to offer recommendations, and there is very little risk involved.

I think I should point out that this group also found a growing trend in the direction of student-faculty participation, student-faculty boards in various areas.

In the last analysis, the group found that it is not possible to designate areas of competence for student government, that the important thing in this area is that there be mutual confidence, and mutual respect between students, faculty and administration, and that as long as there is such mutual confidence and respect that basic loyalties, which are the important loyalties, will be developed and students will feel a loyalty to their institutions because they know that they have had a part in the growth and the development of their institution.

CHAIRMAN ALLEN: Dean Dan Sorrells, Central Michigan College, will report for Section IV, the group that considered basic integrity as applied to the training of residence hall administrators.

DEAN DANIEL J. SORRELLS (Section IV; Central Michigan College): Dean Allen, Friends: The kinds of problems brought up with our group did not lend themselves to joke telling, but I feel somewhat analogous to a situation when I was a doctoral student, in which the professor had assigned us a number of committees to work on a certain type of problem, and all of the committees had come back together for their reports. The reports had been given, and this summary committee had given its report, but in that class was a foreign student, somewhat inadequate at English, as was pointed out this morning.

After the summary reports were all through and we thought the program was ended, the foreign student spoke up and said, "Please, may me summarize the summary?" (Laughter)

So at this point, maybe we are summarizing summaries, but the problem we faced in our area lent itself, first of all, shall we say, to a mild battle of semantics, when we tried to decide, what are we talking about in a residence hall administrator, and what are we speaking of in the training? Is it formal training, informal training, the administrator being the head resident adviser, being the so-called house mother in some cases, being the counselor in the dormitory. We ran the gamut, really.

In our deliberations, as would be natural, we ran far and wide in the kinds of problems that the residence hall administrator is faced with, but we centered most of our discussion around the program at the undergraduate level, in which a residence hall, in order to operate effectively needs some student help. These student helpers might be called many things, but we will call them student resident advisers. They are the basic principles of working relationships here upon which many of our decisions are finally made as to what happens to the student in residence hall living.

These were the kinds of problems centered around these people. I think basic integrity at any level, whether it is the student, whether it is the residence hall administrator, whether it is the dean of students, whether it is the president of the college, whoever it may be, you must operate on the principle that confidences cannot be broken or displayed. If you do not want them broken, then you should not take this individual into your confidence. Better, if the situation is such that the information must be passed on up the line, it having become critical, then let the student know prior to the time this happens that this is something that is going to have to have action by the college.

Again we ran the whole gamut of kinds of situations in those residence halls where drinking was allowed, in those residence halls where it is not allowed, the kinds of situations where you have a housing contract that has to be signed, off campus or on campus.

The problem were numerous, but basic to it all was a way of working to which I think we are fundamentally adhering in our conference. Whether it is the residence hall administrator, or the personnel administrator concerned, the first statement in our Statement of Principles -- and I think it is worth reading -- will hold in all of these cases:

"The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them."

This principle operates wherever student living exists. It exists probably most intensely in the residence hall situation. Thank you.

CHAIRMAN ALLEN: Section V had as its topic, basic integrity as applied to the development and training of student personnel administrators. Louis Toepfer, Harvard Law School, will make this report.

DIRECTOR LOUIS A. TOEPFER (Section V; Harvard Law School): Our section tried to forge a link between the theme of this Conference, basic integrity as an educational goal, and development and training of student personnel administrators.

First we considered and discarded the notion of a course. First we considered two courses, basic integrity and advanced integrity. (Laughter)

We suffered from no lack of abstract notions and philosophical contemplations, but we did manage to center our discussion around four specific ideas. First, for those fortunate enough to receive professional training in their path toward becoming a student personnel administrator, we believed that an in-service internship, such as practice teaching, would serve a useful purpose. We found to our pleasure that this is

being tried with success by at least one graduate school.

A second notion, and here the keen insight of our panel showed they would not let the forest obscure the trees, was that right here in our own yard, professional association activities such as this, workshops, seminars, the very things that NASPA has been doing, perhaps the further development of them, the growth of NASPA, the development of state organizations and regional organizations, so that such opportunities as we have enjoyed today may be brought to more student personnel administrators, would contribute greatly to their development and training.

The third point that we worked over was the notion that within the training of staff members on student personnel administrator staffs a great deal could be done. The notion of educating the younger members of the staff, the junior members, to see the issues and the problems that turn around ethical conduct and standards of integrity, to educate senior members to recognize the responsibility they have for educating junior members. Point out to the junior members their very faults and vices and what are the virtues that go into this work. This is an important part of the training and development of the administrators.

The idea was that perhaps all university sessions such as this, could occasionally be held where all of the administrative staff of a university might gather and discuss what are the values of this university, would be a useful thing.

We discussed the notion of sabbatical leaves and exchanges for student personnel administrators; the idea of visits from school to school, and perhaps the occasional calling in of consultants. This is all a part of the point of staff training that we developed to a very high degree.

The final point was that a useful thing would be to have a bibliography of the articles and professional journals and a sort of readers' guide to the problems that we face -- not a journal at all, but only a clue to what is in the journals and where we may find help, and where we may turn for case studies and for knowledge that we do not now have.

These are the points we covered. We tried hard to hold our meeting to them, but as I said earlier, there was a good deal of philosophy too.

CHAIRMAN ALLEN: Now for the reports from the group meetings of this afternoon. Group I was for representatives of institutions up to 1500 students, of which Dean J. E. McCracken of Millsaps College was Chairman. Dean Richard C. Burts of Mercer University was Recorder. Who will make that report?

DEAN RICHARD C. BURTS (Group I): We were asked to make a report only if we had any very significant findings in our seminar.

We wish to report that our topic of discussion ranged mainly around the matters of drinking and of the consistency and inconsistency with which administrators deal with many of the student problems. Knowing the topics that we discussed, you can fill in many of the details and we report no very significant findings. (Laughter and applause)

CHAIRMAN ALLEN: For institutions of 1500 to 5,000 students, Director Elden T. Smith of Bowling Green State University, was the recorder.

DIRECTOR ELDEN T. SMITH (Group II): I will try to cut this down to make it as brief as possible, but it seems to be the custom to find a joke in here and I picked up one that came from the North Central meeting at Chicago last week, that one of the deans brought back.

This was the definition of the difference between a college president and a dean. It was defined thusly: The president is the shepherd of the sheep; the dean is his crook. (Laughter) Something about basic integrity there. (Laughter)

Our group had a very stimulating discussion and we started with an attempt at definition and got about as far as we did today any place on the matter of definition. "Honest and honorable behavior within the mores of the community" met with some agreement.

Another question which we discussed: Is integrity something the administration teaches students, or do they pick it up for themselves?

One comment was that, like education, it is not taught; it is caught. We can only help students gain an insight into the concept of integrity, was a very good point that was made by one of the contributors. Another said it cannot be taught directly, but we can attempt to create an atmosphere of

integrity, and one suggestion was by the use of an honor system in limited areas where there is no great clash of loyalties or conflict of loyalties.

Another said, this teaching cannot be a wholesale job. It must be done on an individual basis, and the opportunity usually arises only when the student meets a problem or gets into trouble.

Another comment was made that we cannot, or should not, create a set of standards, but should modify those built up in the previous 18 years of a student's life. At this age the students have a culmination of experiences giving rise to problems involving ethical concepts.

Also it was pointed out that the responsibility for teaching these basic concepts of responsibility is not purely the work of the student personnel administration, but it is the responsibility of the entire faculty and that contrary to what the young man said this afternoon, this concept can be taught in a chemistry class or an engineering class, or an English class, or any place on the university campus.

One question is, why this sudden concern about the integrity of students? Is this something new? It was thought perhaps it was, that the effect of World War II and a period of unprecedented prosperity, with great emphasis on materialism, had perhaps brought this problem into focus at least in connection with our work.

A couple of noteworthy contributions: The conflict of loyalties is responsible for the lack of integrity, and most students have difficulty in handling such conflicts. That is where we can help them. Someone else suggested that the growing hierarchy of student personnel workers may be in part responsible for such a conflict. Dartmouth, for example, is shifting the emphasis, or the responsibility for learning from the faculty to the students, in an attempt to avoid too much paternalism.

Finally, integrity -- this was a point that I liked very much -- integrity is not merely a question of moral values. The failure of an individual student to measure up to his full potential may be a matter of integrity. Thank you.

CHAIRMAN ALLEN: Group III included representatives from institutions between 5,000 and 10,000 students, and Paul L.

Griffeth, State University of Iowa, was the Recorder.

COUNSELOR PAUL L. GRIFFETH (Group III): I must apologize for my slovenly appearance. I lost a button this afternoon while visiting the Duke campus, but I was told, as a green dean, not to be too concerned about this, because sooner or later in this profession we lose a lot of buttons. (Laughter)

As a substitute second stringer as a recorder, I was told I would simply have to hand this in, so if I can decipher my hieroglyphics here, I will read a few comments that were made during our discussion.

Virtually all of the discussion in Group III stemmed from the comments made this morning by President Ted at the close of the session. Mention was made on the matter of going to the police when students were involved with the law.

In our discussion, comments were made to the effect that it is our professional obligation to work for the welfare of individual students. Therefore, it is necessary sometimes to intercede for them with the police and the courts. It was pointed out that there is a distinction to be made between interceding and interferring. To fulfill our obligations to individual students it might be necessary at times to intercede, or at least to make certain that they have been well advised in seeking legal counsel, or in pleading their case. However, never should we interfere with the courts in the determination of justice.

It was also pointed out that although sometimes it might be difficult to say whether our actions are those of interference or intercession, we must always strive to maintain our own personal integrity in selecting a course of action.

There was a question raised as to the advisability of passing judgment and taking university or college disciplinary action prior to the findings of a court. Again this was felt to be a matter of judgment, and that we should carefully consider each case.

Another thought was expressed somewhat as follows: Many courts and police departments do not consider our working with them, as we have indicated, as interference. Actually they welcome our cooperation and recognize the value of referrals to our counseling psychologists and psychiatrists.

The question was raised but left unanswered in regard to how we might instill in our students a sense of personal integrity. In answer to the question as to the responsibility of cultivating this quality, it was agreed that it is the joint responsibility of the teaching faculty and the student personnel administrators.

CHAIRMAN ALLEN: For Group IV, that is for representatives of institutions with more than 10,000 students, Parker Enwright, Counselor, University of Miami, was the recorder.

COUNSELOR PARKER ENWRIGHT (Group IV): Our group felt very definitely that we had had enough of definitions, and we confined ourselves to defining problem areas, and in discussing methods of implementing and building up of integrity in those areas. We got generally into the differences in techniques necessary in large and small schools.

We resolved one thing: That this is not a responsibility of student personnel administrators alone, but will involve, properly carried out, every agency in the university community, students, faculty, administration, up to the Board of Trustees, down to the student leaders and individual students themselves.

Our discussion fell roughly into three broad areas. We discussed our own functions first, in the personnel deans and administrators. We felt ours was largely a function of communication. We felt that we may have been too academic in approach from time to time. Perhaps we need more buzz sessions at which we simply sit down with students and make these matters of integrity, the principles of personal integrity, come alive in personal discussions with them.

We felt perhaps we had been inclined to punish the offender more often, or put too much emphasis on punishment of the offender and not enough on recognition of merit.

We felt we must have consistency throughout the entire university community; that the faculty must go ahead and give him an "F", and refuse to give him a withdrawal if he deserves the "F" for flunking the course.

We felt it was one of our primary functions to approach the faculty to bring out faculty leadership in this, and to do so diplomatically, in that we might act as a catalyst in a reaction of primary elements; so the faculty was actually

taking the lead in the inculcation of integrity in students.

We discussed advisers and the function of advisers in this area very much at length. We felt that we should check the activity patterns into which these advisers are thrust, to make sure that the adviser was not working in an area simply to please some nice boy, that he is actually unsympathetic to it.

We felt that the advisers needed our active support in working with their student groups. Sometimes the students tend to ignore them. We also noted the problem of the apathy of faculty advisers, particularly on large campuses, sometimes where there is a large geographical spread.

In regard to the students themselves, we discussed principally student attitudes, and our panel felt that we might refer you to a study that has been made at Berkeley of some difficulty with student spirit in the rooting section. This study was prepared by Professor Alex Sherriffs. Dean Stone has the documentation on it, and so do I, if you are interested in that particular study.

The upshot of it was that the majority of students are not in favor of these violations of integrity, but they appear to let a very vocal, demagogic minority set the tone of the whole activity.

We went very much at length into the "coffee cup cynic" as Father Yanitelli called him, the boy who sits back with the coffee cup in the student union and is anti-everything. We agreed the problem is general. Various aspects of solutions were discussed. We felt we needed to discuss the structure of activities. Are these activities up to date? Are we hanging on to old patterns that perhaps we should not? We felt the indiscriminate demand for college graduates, no longer seeking the excellent graduate that they used to -- everybody with a college degree gets hired, is the basis for that -- and it has made the student complacent and reluctant to try for offices and to engage in various activities.

Several members felt that the incentives and motives of the present day student should be re-examined. There was some feeling that we had tended to hang on to the motives and incentives that we recognized as valid 25 years ago, and they may not be valid for students now.

One other thing we felt deserved mention was the fact

that one of the university's considerable value has been obtained from leadership training in general on the campus, by use of general case problems in student leadership in the ROTC sections and in other areas in which the case problem method was being used for training student leaders, to get away from the completely military situation and inject general campus leadership problems into these case situations. According to them, the ROTC has benefitted, as have the students, and there has been a general beneficial effect on the campus.

We concluded our discussion on a general note that most of us know. Most of us can sit here and think of a half dozen things that we know should be done right now, and our general concluding note was let's get out and do, and stop defining and analyzing problems.

CHAIRMAN ALLEN: This concludes the reports, the formal reports and informal reports for the sectional meetings this afternoon and this evening.

Carl Knox, would you give us a report on registration?

DEAN CARL W. KNOX (Report on Registration; Miami University): At the present time we have 229, and I see several late arrivals. The 229 are listed by name, title and institutions on rosters available at the registration desk for those of you who have not picked them up yet. We will be happy to take any late registrants tomorrow morning, shortly after eight o'clock.

CHAIRMAN ALLEN: Fred Turner has an announcement.

... Conference announcements ...

CHAIRMAN ALLEN: Are there further remarks? If not, the meeting is adjourned.

... The Conference recessed at ten-five o'clock ...

TUESDAY MORNING SESSION

April 9, 1957

The Conference reconvened at nine-twenty-five o'clock, Counselor Robert G. Gordon, University of Southern California, presiding.

CHAIRMAN GORDON: Gentlemen, are we set for the meeting to come to order? We would like first this morning to recognize Dr. Farnsworth from Harvard University. (Applause as he arose)

... Conference announcements ...

CHAIRMAN GORDON: We have a change in Conference leadership this morning. We do not have a substitute. I suppose a substitute is just more or less of a general replacement, but we have a pinchhitter. We have a man whom we put into this role because we were sure he could hit a home run in the place of Dr. Noble from Syracuse University, whom the doctors have grounded. He meant to be here. He was prepared to be here, but unfortunately at the last minute the doctors said that he could not.

Jim, I hope you are prepared to face the unexpected in a presentation through a microphone of this sort, because my own career came to almost a very abrupt halt about two months ago when my son was on Art Linkletter's program called "House Party." He brought home all the contractual forms in which we had to sign our life away. We went to the program and Mr. Linkletter said to our son, "What is your name?" He said, "Jim Gordon." "Jim, what do you want to be when you grow up?"

Jim said, "I want to be like my dad."

"What does he do, Jim?"

"He works." I applauded loudly at that point.
(Laughter)

"Where does he work, Jim?"

"University of Southern California." "And what does he do there?" "Dean of men."

Art Linkletter said, "Did he give you any instructions before you came on the program this morning?"

"Oh yes," said Jim. At which point I wanted to drop through the floor, because we had given him the silent treatment for so long, fearing what he might say, and this was on a national television hookup.

"Jim, what did he tell you?"

Jim said, "He told me to keep my zipper up."
(Laughter) But then it would have been fine if we could have stopped there. (Laughter) But Mr. Linkletter went on to say, "As I understand it, he is Dean of Zippers at the University of Southern California." And Jim said, "Yes." (Laughter)

So this guy Nowotny and others have been writing me letters to "The Dean of Zippers at the University of Southern California." (Laughter)

Well, Jim McLeod, we are mighty pleased that you were put in this pinchhitting role this morning. Jim McLeod was the first Chaplain at Northwestern University, now dean of Students at Northwestern University. A man prepared and equipped to handle this very difficult subject. He has chosen for his theme for the morning, "The Ultimate Basis of Integrity." Jim McLeod. (Applause)

DEAN JAMES C. McLEOD (Northwestern University): The program must go on. Thank you very much, Bob, and I suppose I could call you "fratres Naspatorium," at this point. But let it be understood at the outset that I am really a substitute and not a pinchhitter, because you know perfectly well that a pinchhitter is used in that role only when the other fellow cannot possibly deliver the goods.

I wish very much that Charlie Noble could be here. He has been a personal friend over the years, and I am sure that he would have stimulated and thrilled you with whatever presentation he chose. I think however that he might have lifted out of the Statement of the Purpose of our Conference that we would be dedicated to assuring students of the maximum opportunity of attaining a training and an education which has a sound moral base.

There is always a possibility of course in all of these situations, that we may not get the full picture. Obviously, on that television show they got the full picture.
(Laughter)

Charlie Noble told me a story almost six months ago

and I racked my brain to try to remember it, and I think I have come up with the total picture. It is a traveling salesman story. Not a good background I suppose for what I am going to talk about this morning, but it has a purpose.

This traveling salesman stopped in a town where he had been very infrequently. He drove up to the service station which also had a garage and repair shop in connection with it. He left his car and told the attendant that he would like to have it put back in shape again. It was not behaving very well. Then he went on and made his calls in this little hamlet.

In about an hour and a half he came back and said, "How about the car? Is it ready?" The man said, "If I started now and worked all night, maybe by morning I could have it ready to perform on the highway." The fellow said, "Why don't you go ahead. I will stay here tonight."

The fellow said, "I wish you luck. There is no hotel, no motel."

The man said, "I'll go back to one of my customers and stay with him." He went back and went to the home of the man who was perfectly willing to put him up for the night. As they entered the living room, straight ahead of them was a very lovely portrait with a gold frame, and he turned to his friend and he said, "How delightful that I can stay under the same rooftop with a fellow Catholic." He said, "What did you say?" He said, "Well, how delightful to be able to stay under the same roof with a fellow Catholic."

The man said, "I am not a Catholic."

"Well," the salesman said, "then what have you got a picture of the Holy Father up on the wall for?"

He said, "The Holy Father?"

"Yes, Pope Pius the 12th."

The fellow said, "That is not Pope Pius."

The fellow said, "That certainly is, and I have a miniature here in my wallet and I will show it to you." And he did.

Whereat the host said, "Well I'll be damned. The guy

who sold that picture to me told me it was Harry Truman in his Masonic robes." (Laughter)

Well, Charlie Noble would have prayed over this subject and would have worked on it for the last couple of months. I suppose I have a distinct advantage on Charlie. All I have been able to do since I have been told this is pray over it. There certainly has not been much time to work.

I am going to begin with a summary because I happened to find this in my brief case. It is a summary of a conference which took place of college students representing about 300 colleges and there were faculty representatives from most of the institutions. Here are some of the things which they discussed.

I. ADMINISTRATION ATTITUDES TOWARD RELIGION

A. The too easy acceptance of a situation which ministers inadequately to the religious needs of students.

B. The wide gap that exists between what some administrators say about the religious life of the college and the facts as students and faculty know them.

C. Indifference or lack of positive encouragement to undergraduate religious activities and organizations.

D. An attitude expressed or unexpressed that limits freedom of inquiry and discussion on the more advanced view and implications of religion.

II. RELIGIOUS QUESTIONS ARISING OUT OF THE EDUCATIONAL SET-UP

A. How to be honest in certain classes where the professor's attitude and practice make "cribbing a legitimate sport."

B. How to develop adequate religious interest in an educational atmosphere which does not stimulate independent creative intellectual effort in other areas of life experience.

C. The difficulty of developing adequate standards of value and a satisfying life philosophy when education seems to consist of adding up credits in scattered courses, with no thoroughgoing processes available for integrating these courses

with one another and with life itself.

III. RELIGIOUS PROVISIONS OF THE COLLEGE AND COMMUNITY

A. For many students a problem of maintaining vital religious experience in the face of compulsory chapel and religion courses, which seem to them to destroy appreciation of religion.

B. Failure of certain churches of the community to try to understand the student. Too much denominational emphasis.

C. Religious perplexities created by poor leadership in chapel and in religion courses.

D. Problems where religion is an extra-curricular activity unrelated to academic life or the total community.

IV. STUDENTS' INTELLECTUAL PERPLEXITIES WITH RELIGION

A. Inherited or traditional ideas in conflict with one's thinking.

B. Shall we develop a religious or a Christian philosophy of life?

C. Confusion of Christianity with its organized expressions.

D. Glaring contrasts between profession of religion and practice of it.

Now, would you like to have the date of this conference? December 22-31, 1930, in the Book-Cadillac Hotel in Detroit. Just in case you thought it happened last year!

The things that I would like to say, I can only do in a fragmentary fashion, but we do have the picture of a constantly enlarging curriculum. We have, instead of having a picture of consequent integration, we have a picture of a good deal of disintegration and followers after fragmentarianism. But what the curriculum shows us is but a rash of the academic body which warns us, I think, of a much deeper disease.

What has happened to the character and quality of the human fellowship which makes up the academic community, which we have already said in some instances is not a community? Have we

forgotten that education is a social process, where we not alone develop the intellect but also strive to provide the most healthy atmosphere, moral spiritual and physical, for the growing persons who make up the community of learners? Certainly a lot of our university communities are actually in many respects not wholesome places to live. They are often not truly communities at all, but collections without a single purpose furnishing the integration we think is necessary.

Sometimes it reads like a list of premiums that are offered and a list of winners in the contests. The premiums are offered for demonstrations of ability to amass information, acquire skills and particular disciplines, and then publish as much as possible. Shall the aim of the university be intellectual competence alone, or the achievement of personal excellence in the fine art of living?

Someone said that a college or a university is a seminary. You usually associate, and I think I do, the word "seminary" with either an institution where women study or a place where advanced studies are taken in the field of religion. But really a seminary is a seed bed of human personality. By our Judea-Christian standards that is what the university must become, or fail of its ultimate fulfillment. Its goal must be the excellence of the whole man, one who is sound in body and ordered in intellect, and disciplined for decent living.

A university then, by the Judea-Christian standards, must be a community of mutually dedicated people who together seek the common good of all at the highest possible level. Their intellectual disciplines and competence in the varied skills is important but no more so than their ability to live together and achieve the highest integrity and moral character.

Let me pose a primary question, if I may, and it grows out of a statement by a Spanish philosopher, Ortega y Gasset: "It is vicious to pretend to be what we are not, and to delude ourselves by growing habituated to a radically false idea of what we are. An institution which feigns to give and require what it cannot, is false and demoralized!"

Is there not a tremendous discrepancy between what we profess to be and do, and what we actually are and now accomplish? Will a goal of middle-sized values be sufficient for such a task? Mere education which has created political absolutisms with systems of education to support them will not save democracy. Sound education may.

Barbara Ward, who writes beautifully about matters which would otherwise be platitudinous, in her book "The West At Bay," has this to say:

"The fundamental affirmations of Western society are all matters of faith ... and that from which they derived their deepest strength has been the Christian faith. It was as children of God that men received their title to certain inalienable rights. It was as immortal souls that they claimed an equal status; it was in the will of God that they saw enshrined the rights which no government might transgress... It may be possible to believe that the richness and the beauty and the incredible flowering of the Western spirit could have occurred apart from its Christian root and environment ... But the only lesson that history gives is that Christianity and democracy grew up so closely intertwined that the languishing of one may well mean the failure and the decadence of the other."

In the last few decades we have seen tremendous transitions take place on our university campuses. Some of them took place shortly before I entered college. Many of them took place while I was in college. Since I have spent my entire career on college and university campuses, I have had a chance to observe, as many of you have, what has happened to what I could say could be one of the great integrating factors in helping us achieve the integrity in our total religious experience, or our educational experience which we are seeking.

For instance, many of us saw the disappearance on our campuses of required chapel. Note that I have used the word "required." For too long, anything connected with religion was referred to as compulsory. But we never referred to compulsory English, compulsory physical education, or the compulsory requirement to swim 50 yards in order to receive a Bachelor of Arts degree. Gradually, these required courses in religion diminished and in some places disappeared entirely. We saw compromises and concessions, and the acceptance of optional courses, the recognition of denominational groups which built centers peripheral to the campus, and the encouragement of certain types of voluntary programs.

I am convinced that it will never be enough to have religious activities, even the most virile types; nor merely to provide the most beautiful of chapels; nor offer courses in religion taught by the ablest of teachers. Sometime there will be insight enough to realize the Christian idealism is the integrating power sufficient to deal with the university's total

purpose and reason for existence.

A year ago the executive committee of this organization set up Commission VII to deal with this and try to discover it. I am grateful because otherwise I would have been totally unprepared today if I had not done some work in this area for our Commission.

The churches were not prepared for the task which confronted them when they began to lose ground, even in their church-related schools. With the amazingly rapid development of State-supported institutions, to which 70 per cent of our young people go for their education, the Church was not prepared to do, what Dr. Clarence Shedd pointed out it had to do, and that is the church would have to follow its students.

In the late twenties and early thirties there literally mushroomed around the edges of scores of universities the programs fostered by the major Protestant denominations, the B'nai B'rith Hillel Foundations for Jews and the Newman Clubs of the Roman Catholics.

Most of you have some knowledge of the tremendous task which these groups have undertaken. Some of you have been most helpful in aiding and encouraging the work of the dedicated people in them, but like many voluntary expressions of the religious ideal, they certainly have varied in their effectiveness. They require, I think, on the part of those who are willing to enter into the programs, a particular type of ministry; of unselfish devotion, the capacity to suffer heartache and humiliation, and, all too often, the indifference or bored tolerance by the administration of the university or college, and an equally apathetic attitude on the part of the students and the faculty.

There is no time to mention the saints who, with consecration, bucked the rampant secularism, but I would pay homage and tribute to them. They have profoundly influenced for good, thousands of our university and college students, opening their hearts and their homes to young men and women and meeting them where they were and leading them to places -- spiritually -- they had never been.

An interesting phenomena in our total educational life which is not always emphasized or pointed out is that back in 1935, with a special grant from the Hazen Foundation, Dr. Clarence Shedd at Yale called together all of the administratively appointed college and university Chaplains and directors

of religious life. He sent out 24 invitations and 20 of them were able to get there. A few of these were on state campuses. The majority, of course, were in large private universities. It is interesting to note that in the spring of 1947 he held another meeting at Yale, and they organized an association called the National Association of College and University Chaplains. In its initial meeting this had 165 present out of a possible 200.

There are today almost 300 administratively appointed college and university chaplains in the United States, and their leadership has brought some order out of the maze of individual groups which have struggled through these years on the periphery of the campuses. The coordination of the many into integrated total programs has brought greater impact on higher education. The programs on such campuses as Yale, Cornell, Syracuse, Princeton, Pennsylvania, Northwestern and, more recently, Ohio State, are typical of many.

At times the entire picture could not be brought into focus -- if it can be now. It was a sprawling growth but order seems to be emerging. Suffice to say that the best of these programs have much merit. Any adequate programs of religion for a college and university must include worship and courses of study. Worship opportunities are available on or near every campus. Certainly these expressions of worship ought to be liturgically vertebrate, possess spiritual depth and, in all ways -- if sponsored by the university or college -- the equal in effectiveness of the best aspects of the college's program.

If all phases of the religious life are voluntary, as they must be at State-supported institutions, they must be carefully planned and ably led. It is difficult to justify keeping the worship of God outside the gates of the campus, and surely the place of worship -- chapel or auditorium -- ought to be as physically appropriate for such worship as is the cathedral-to-muscles for the basketball team, or the stadium for the gridiron stalwarts.

The voluntary programs are of such variety that no adequate presentation can be made in the remaining minutes. I think there must be opportunity for actual participation in service to the total community, and for serious contemplation of the implications of religion for personal living. The latter has supplemented the educational experience of thousands of university students, not alone in the inevitable bull and

bicker session, but in the well-planned, well-led institutes, and voluntary study groups, sponsored by many of the religious foundations, on Sunday evenings, late afternoons, and in the residences, dormitories and houses of the campus.

If we are going to help these young men and women find the kind of integration we hope they would find in the experience of education, this is certainly going to be a vital factor.

We know perfectly well that study without action is futile; but action without study is fatal. Many of the best expressions of idealism in the American university scene have grown out of the well thought out and carefully guided programs of our religious groups of the Judeo-Christian tradition. It is an interesting reflection to realize that some of the richest products we have from our great tradition have been born on these university campuses, whether it be the results of that famous haystack meeting at Williams College which brought into being the American Board of Foreign Missions, or the emergence in our contemporary picture today of the World Council of Churches, which was really the product of the World Student Christian Federation, which began 45 or 50 years ago.

These religious programs that are sponsored by denominational and faith groups, have brought into the university community a reservoir of leadership which should not be made peripheral wherever the persons demonstrate ability to help the student find integration which he seeks. They certainly have strengthened the total counselling programs in scores of our institutions and, historically, began it in some. The first counselling was done through the medium of such groups as the YMCA, the YWCA, and some of the older of the foundation groups.

One description which Dr. Clarence Shedd makes of the kind of person who ought to direct this program, I would say would be an excellent description of the kind of person I am looking for for our program of personnel and guidance on the university campus. This is what he said:

"They must love students ... have intellectual integrity, subject themselves to as severe intellectual and spiritual disciplines as any other members of the faculty ... have a reasoned faith relevant to the world today, and an experience of religion that is contagious!"

There is often a conspiracy of silence on the very matters most specifically affecting the lives of the faculty

and students. I think there are very often more profound questions discussed in the Hillel Foundations, the Newman Clubs and the various Protestant Foundations than in many of the classrooms. I have to also immediately admit that they are not always profoundly discussed.

Is there, then, only an academic approach to war and peace, the problems of population, civil liberties? Is race merely an academic problem for the sociologist and anthropologist, or does it have spiritual overtones? And what of academic freedom, the draft, universal military training, the rights and responsibilities of the conscientious objector? Are these questions too difficult and likely to bring divisions in the community of truth-seekers? Is that why they do not always emerge in the discussions? Must we always be expedient and play it safe? Are these groups of students and the few faculty members who serve on their boards just to remain a little leaven in the loaf? It seems to me they form a creative minority, possessed of spiritual energy, wisdom and love, who deserve far more recognition than is usually given them by administration and faculty. All too often they are merely tolerated.

Occasionally somebody at Northwestern will look to the south and admit that somebody good can come out of the south, and by this I mean the University of Chicago. (Laughter) I would quote from the former Chancellor of Chicago University, Dr. Hutchins, whom many of you would say might not even be slightly tinged with things spiritual and religious, but this quote says otherwise.

"Secularism besets the higher learning in America -- the notion that religion is insignificant, outmoded, and equivalent to superstition. This kind of secularism, higher education can, and should repel. If a college or university is going to think about important things, then it must think about religion. It is perhaps not necessary that all the faculty should be religious; it is necessary that most of them, at least, should take religion seriously."

The programs mentioned are worthy of examination and study as supplementary media for the education of our students. If they are not what you, as student personnel administrator, think they ought to be, you can help make them so.

These programs have been bulwarks against secular forces in our university and college life. Dr. Merrimon Cunningham, Dean of Perkins School of Theology at Southern

Methodist University, has given us a vivid picture. "Our students are reluctant pagans because our institutions are uneasy citadels of secularism. Secularism, as contrasted with paganism, is no religion at all, not even a pagan, primitive nor embryonic one; it scoffs at all values except the value of scoffing; it accepts no dogma except the dogma that there must be none."

The task of building a Christian community is the task of higher education, whether it can agree on the terms or not. Our universities and our colleges have a gigantic task in the years ahead. Surely the resources of religion which nurtured us through our early years, and then were all but discarded, are worthy of the deepest considerations by all who would lead us forward.

How can we fulfill the Judeo-Christian ideal in the modern American University? Certainly not by placing shackles on freedom in either study or teaching. It can never be achieved by telling teachers or students that they must conform or be silent.

Can these young people respect a teacher who has been told that if he thinks freely he will be compelled to tender his resignation? Teachers compelled to subscribe to creedal statements are discredited in the eyes of thoughtful men and women. A college which holds any truth to be dangerous can hardly be termed Christian for it denies the spirit of Him who said: "I come into the world to bear witness unto the truth."

Is not the aim of Christian education to exalt character? And Character finds its dynamic in Christian faith. We cannot always teach it in the curriculum per se, yet it is involved in every aspect of it. This faith is not a subject for a series of lectures, or a collection of courses but it is involved in every course, revealed in every aspect of the University's life. Christian teachers are the primary prerequisite of Christian education. The churches have brought into being and nurtured these noble institutions through the years. They must now permit their children to enjoy the self-determination, freedom from authoritarian control which they enjoy. Surely the colleges and universities must be as free as the churches who nurtured them.

No university can afford to have teachers who "sit in the seat of the scornful." He who scoffs at religious faith is a petty person, lacking in vision, devoid of judgment. Though

we do not ask him to sign a creed, we ask that he respect the creeds of free men. If he despises the faith of those whose sacrifice have made the university possible, he had best refuse to take his daily bread from their hands.

You might think I am urging a kind of "Back to God" movement as a basis for finding this integrity that we have talked about, but that would be a misnomer, because we are not going to go back. We are going to try to catch up by giving evidence of the basic belief which most of us, all of us, in reality possess; being willing to administer and counsel in the totality of our living, give this larger framework, which is ultimately the basis for all that we might do.

I would like to speak for just a couple of minutes, very obviously off the cuff, as one of the group who was seeking to do for our students what you are. I remember when I was at Ohio State University, one of the professors of agriculture took me in the spring out to show me where they had just transplanted some cabbage and tomato plants, and he explained to me that they transplanted 125 plants because they wanted to get a yield of 100.

Being naive and knowing nothing about agriculture, I said, "Well, why didn't you transplant 100?" He said, "Because about 25 are going to die of exposure."

Obviously this is one of the tests to which we ourselves and our total programs are constantly going to be held up to. It is one of the tests which we frequently have to pass because if we flunk it, our programs are obviously the wrong kind.

It is when total effort that we are making is held up to the light of day, exposed before the entire faculty, that we find out whether or not we are really doing a job. When the whole community can take a look at it and say, "Yes, this is vital, and this is important," then we have passed this very important test.

Of course, we are dealing constantly with hothouse products, and as soon as they are exposed to the kind of atmosphere which exists on most of our campuses, the very process separates the sheep from the goats, and gets rid of some. But whether you and I and our whole programs can measure up to this whole test, it seems to me is pretty important.

An equally important test, I think, that we would have to submit our programs to in terms of whether or not they have integrity, would be a test of endurance. I think all of us know that anybody can write a good first chapter, and we did not have to wait for Arnold Bennett to say it to us. Of course, there are those -- and God bless them, and some of them are in our midst -- men like Scott Goodnight and Ed Cloyd and Joe Somerville. They were not flashes in the pan. The danger I suppose for all of us is that we could be just that, forgetting what Booker T. Washington said once, that character is the accumulated result of a long period investment.

This is something which we know without going any further, that endurance is something which is going to produce the kind of character within the individual who is guiding the program as it will the program itself. It is not something that kind of blooms up after a summer rain. It is going to be cultivated very carefully. This is the kind of integrity I think we are seeking in our program.

Another test to which I think we can submit ourselves and our programs to constantly is one of comparison. I think individually and collectively we have a way of doing that which makes us look pretty good, and I think it is one of the pitfalls for all of us. As individuals we very often compare ourselves perhaps with people who have not had as many opportunities as we, and under such a comparison we look pretty good. If we take our program and see it in our own prejudiced eyes, it looks pretty good, providing we do not compare it with a program that we know is infinitely better. This test of comparison is a constant one.

I think one of the things that impressed me very much that I learned as a bit of knowledge along the way was that the prototype meter bar, which is the basis for all of metric measurement, as soon as the clouds of war began to gather over Europe, was taken outside the city of Paris and buried below the ground. This was precious. This we could not afford to lose. This was the basic measurement against which all measurement in the metric system would be held.

Likewise, if you go to Washington and go to the Bureau of Standards, you will find that they protect it by sealing it in a tube, where the fluctuation of temperature and everything else will not change very greatly, in order that they can retain the perfect standard.

I think we know what the perfect standard is. We know that it is the highest, and it is over against that standard we are going to submit the kind of persons we are and the kind of persons we want to work with us, and the total program we are trying to evolve.

Suppose you meet the test of endurance and comparison, it would be pretty foolish to leave out the most important one of all, the one which makes it possible for any of us to be here, whether we begin with the fact that none of us would be here unless others had made tremendous sacrifices, or whether we recognized that the institutions which we serve were born of sacrifice. We think of all the men in white who struggle day in and day out to conquer disease, and we think of the people who have made the tremendous sacrifices over the years, whether it be a Milton, famous for his poems, suffering with blindness, an Elizabeth Barrett Browning, writing through pain and tribulations, or a Robert Lewis Stevenson, with his body wracked by consumption, writing those magnificent stories like Treasure Island and Kidnapped -- tremendous sacrifices made by people through the years to give us the most beautiful and cherished things we have, including the very institutions we serve and the very young people with whom we work.

This is my contribution as a substitute and not a pinchhitter. Thank you. (Prolonged applause)

CHAIRMAN GORDON: When the inponderable of Noble's cancellation crept into the program, the program committee tried to find a man who could tell us how the cows ate the cabbage, and I think we found that man this morning.

I remember, Jim, a sweet little coed coming to me several years ago and asked the question during orientation week, "May I participate in religion as one of my extracurricular activities?" I think you have taken it out of the area of "activities" this morning. You have shown us how this is a part of the fabric of the campus itself.

But just so that all will not be sweetness and light here this morning, I would hope that we might get down to the brass tacks level, and even register some complaint, if you will. What are the chief problem areas? Why are we not getting together? Why are we not giving religion academic respectability? Are we making the program center?

Well, you have asked for it, Jim. Who has the first question?

DEAN JOHN RAWSTHORNE (Principia College): Perhaps this group would care to discuss just how we can bring this thread of spiritual thinking into the fabric of the students' lives, because after all that is what we are mainly interested in doing.

There are various things on our campuses which prevent this. We might see what they are.

In my own thinking about this, it seems to take two directions. One, our dealing with our colleagues, because quite obviously students cannot be interested in religious thought if they do not see it anywhere on campus. Part of our job, it seems to me, is to interest our colleagues in influencing the students in this matter of religion, if we think it is important. I do not know how that could be done, except perhaps talking to them, but by our very lives be an example to them that we are happier because of our religious thinking, therefore they might be too. Again it is a matter of example.

The other direction concerns the student. I know that whenever a student misses a behavior problem, we go to the book and find out what the rule of the campus is and explain that to him. Perhaps we could influence the student more about religion if we went to the ultimate book that Jim talked about, and referred him to the Ten Commandments, and the Sermon on the Mount, to bring about a referral to a higher sense of truth than perhaps a campus rule. I hope we can all get somewhere with that discussion.

CHAIRMAN GORDON: Thank you very much, John. Any other queries or comments at this time?

Jim, I read of an astronomer saying recently that no one observatory is equal to the task of astronomy; that you do not get a perspective on the stars by one alone, but rather by the several.

I am sure in the student personnel work on our campuses that as a team we are utilizing the resources of each other, but the question might be, is the council religion -- do you have such a thing, Jim? Is it utilizing the already existing resources of the journalism department, the music department, the drama department, the other departments of the university. or is it set aside and separate? Are we utilizing what we already have, working with them with some basic objectives in

mind? Would you like to try to answer that question?

DEAN McLEOD: I do not know whether I can answer the question or not. The point is that the well integrated and well organized religious program on a campus has a unique contribution to make all of its own. I think we have fallen into dangerous patterns however by the constant repetition of something we call "Religious Emphasis Week," which probably could be spelled in many instances w-e-a-k.

The emphasis has been that it is the degree to which we can involve the very best of one's faculty, as well as the very best of one's students in these programs of religion. The actual participation of the finest young people who have this sense of dedication, of commitment in other phases of the university campuses, the way we have tried to approach it. In my days as Chaplain, I used to try to counsel the men who were the leaders of the various groups, whether they be Roman Catholic or Protestant or Jewish. They would say, "I had the finest young person in our group, and he gave promise of being the kind of individual I would like to have as President of our Foundation when he got to be a Senior, but now he has become so involved in other extra-curricular activities that he does not have any time for us."

I said, "Well, what is he involved in?"

"Well, he is on the student government council."

I said, "Who do you want on the student government council? Don't you want people who have this kind of interest basically? If he has to sacrifice some time from coming to your study groups, or perhaps attending the various aspects of your program, which you sometimes make too extensive anyhow, he can do much more for the total campus and the total student life by the kind of commitment which I think in this case this boy has than participating in your program."

I think this realistic approach is important. I made one comment this past year. One of the vital matters about which we have been concerned, as they have been on many campuses, is this whole matter of discrimination. The Student Religious Council, which is an overall group representing the three large groups of Catholic, Protestant and Jewish, set up a series of programs on Tuesday nights. The first one had an attendance of about 60. The next one about 100, and so it moved up.

How can we combat discrimination on the Northwestern University campus? They took some of the topflight professors, whom the students respected and whose words of wisdom they wanted to listen to, and they came out and they had realistic discussions for six consecutive Tuesday nights.

I think that is one of the most unique contributions that the total religious groups on the campus have made. They approached it from another viewpoint, another perspective. To me, this was vital in the total life at our University at least.

CHAIRMAN GORDON: While you are still here, Jim, might you want to give us some of the better resources that you know, some of the printed resources through Hazen Foundation or Phillips new study on Values in College Education, or anything like that? I think we would like to turn to you and ask you for this kind of help.

DEAN McLEOD: Whether I can pull them out of the hat or not --

CHAIRMAN GORDON: Just in general, some of the major sources throughout the country for example.

DEAN McLEOD: Of course the Danforth Foundation and the Hazen Foundation certainly have available for us perspectives in college teaching, written by men in various disciplines, whether it be history, or anthropology, political science, biology. These give religion, it seems to me, the rightful place it deserves in the academic world, and makes it academically more respectable in its approach. The Sunday School lesson type of approach is not going to impress young people very much. They are receiving the very best in all of the other areas, and to try to present religion on a lower plane is certainly not going to challenge them very much.

More than that, the National Council of Churches has a Commission now which is making available to any of you who seek this kind of information, I think, the very best. I would urge you to read Moberley's "Crisis in the University," Merrimon Cunningham's, "The College Seeks Religion," which was his doctoral dissertation at Yale, somewhat enlarged and improved upon, but a very rich resource for getting a picture in some instances of ourselves. He holds up the mirror and lets us see ourselves as we function. It is an admirably done job.

CHAIRMAN GORDON: Thank you. Any other questions?

DEAN HURFORD E. STONE (University of California): I wonder if we might ask Jim or others in the room to comment by way of evaluation on the current movement we see on so many campuses entitled generally "Campus for Christ." Is this a wholly laudable movement? Are there dangers in connection with it? Or is this too touchy a subject to discuss at this time?

CHAIRMAN GORDON: Nothing is too touchy a subject.

DEAN STONE: In connection with the theme of our Conference.

DEAN HARRIS (Oklahoma A. & M.): Mr. Chairman, I would like to say this in defense of Religious Emphasis Week. It can be w-e-a-k, but I believe it can likewise be very strong.

A college campus consists of many religious beliefs, denominations and so forth. Students who believe in these different denominations seek a common ground to meet with other students. This interpretation of the supernatural powers to students, to bring them down to earth and convert this religious theology in terms of practical living on the campus, and in the formulating of this basic integrity, to me, can be better developed by an understanding of all of these beliefs.

On our campus we have Religious Emphasis Week. All denominations and religious beliefs have the better speakers who come to the campus and convey to the students of all beliefs, not their particular denominational belief, but the interpretation of religious theology in their opinion to practical life. This gives the student a broader understanding, in my opinion, and on the expression of a lot of students who listen to other speakers outside of their denomination, a better understanding of religion and its practical application to life.

I think it can be a very strong thing, and I am saying that with all due respect to the speaker, that I do not believe that Religious Emphasis Week is necessarily weak. It can be, or it can be strong.

CHAIRMAN GORDON: Thank you for this point of view, Tom.

Jim, would like to try to comment on Dean Stone's question? You have been courageous up to this point.

DEAN McLEOD: I do not think one has to be particularly courageous. A Campus for Christ would be a magnificent

picture, wouldn't it? The question I think that Hurford is getting at is whether or not this approach with tremendous evangelistic fervor is going to be compatible with the type of student we have in our university today. I am not worried about it. I think it is one more approach.

It is represented rather constantly throughout our religious programs on our campuses I think by the Inter-Varsity Christian Fellowship, and supplemented by this other approach. If any of you read the account of the visit of one Billy Graham to Yale University, it must have been quite a startling experience to see Woolsey Hall at Yale packed with Yale University students, not once, but five times, to listen to Billy Graham.

Was it a side show? I do not think so, not reading the content of what he had to say. We may not agree that this is making religion academically respectable, but there are more ways than one of approaching a student, and I would not rule out this as a possible way of approach. And in a democratic society where we believe that people can approach any way they want, this is one more.

I would only comment, sir, that I was not disparaging Religious Emphasis Week, but the danger of falling into any pattern as being the only answer. I would be much more enthusiastic about a religious program which was operative and constant in the very fields that you suggest for a period of 30 weeks, and not one.

The danger is that there is neither sufficient preparation made in advance, and there is altogether too little follow-up. It is like Brotherhood Week, which was sponsored so long by the National Conference of Christians and Jews, which they do not give anything like the emphasis they did at first, because brotherhood is something that ought to be practiced all the weeks of the year and not just one.

CHAIRMAN GORDON: I recognize that we have many experts on this subject in the room, and as you know, Dean Stone, what we are doing here this morning was not allowed to be done in the ward room aboard ship, that is discuss religion. But our motto will be to disagree agreeably here this morning.

DEAN HORLACHER: I seek the counsel of the speaker and other people on this program, which is not under way in my college. It is about to get under way. We submitted a plan to the Danforth Foundation, and they granted us some \$20,000 to

carry it out. The plan basically attacks the stereotype of religion, the SCA, even the Newman Club and that kind of thing. Also to break through to the elite on the campus, in the sense that most of these young people are basically religious but are careful not to show it in many ways.

The plan is to take the 80 leaders on the campus -- ours is a small campus of 1,000 -- and to go through a period of two years of discussion or worship, or whatever grows out of it, but without any specific end except inquiry and interest in religion.

We have talked with many of these leaders. We have selected a director, and next fall it must get off the ground. Now if we do not make it appeal to these leaders, because it is based solely upon that -- it is not a campus-wide thing -- with the idea that this leader in this place, and this place, and this place will influence, as the speaker has said, if he is on the Student Senate, this will influence them.

The force of the stereotype on religion is very strong we have found. There are some people who do not wish to be identified with a religious program, not because they are not religious, but because that is the students' attitude.

I ask the question because in the few months we have really to get this under way, any experience of people on their campuses who have tried anything of this kind, and particularly what are the pitfalls we might have to look forward to?

CHAIRMAN GORDON: Thank you very much. I hope too that you are all acquainted with the research program of the Danforth Foundation. I think Dr. Kenneth I. Brown is Director of the Danforth Foundation. If others of you might be interested in a research project on your local campus, I am sure you could outline this and send in a prospectus to Dr. Brown, and you might be able then through the Danforth Foundation for an on-going action research, or a pure research program.

DEAN McLEOD: In Merrimon Cunningham's book he takes ten programs representing various types of colleges and universities, including state universities, privately endowed schools, small colleges, large universities, and so on, and outlines how their programs have emerged over the years. It is a case of seeing laid out before you in perspective the pitfalls, the headaches, which the people who inaugurated them experienced before they came about with any sign of a pulling together of the total program.

I think this is a very valuable way. Certainly one of the great mistakes we make is that we think we have such an unusual situation. I wrote a dissertation on this one time, and I think that every reply I got on any questionnaire to twenty colleges and universities was, "Ours is an unique situation." (Laughter) This was the first statement in the letter, almost inevitably.

Sure it is a unique situation but there are common bases on which we can work, and they are represented by the fact that we are colleges or universities, we do have students, we do have a faculty, we do have a peripheral community, and everything that we do in this whole area is going to be affected to some degree. I think that this is the important thing to bear in mind, that no matter how unique you are, we have many things in common.

CHAIRMAN GORDON: Jim, might it not be helpful for your Commission to learn from the Danforth Foundation what the various studies are that are being carried on currently? For example, Pamona. They are doing a study on the college church, and its role on the college campus, and I know there are many others. But to give us a line-up in batting order and send it out to the deans so if we had a particular interest we could follow that and give it some particular interest.

DEAN McLEOD: Mr. Cunningham must be one of my father confessors, although I believe he is younger than I, and at Pamona actually Merrimon Cunningham is the one who has established the program.

SECRETARY TURNER: Mr. Chairman, I would like to raise a question, and I think it is a pretty fuzzy question, and I do not know whether there is an answer to it or not. So many of us here come from state supported institutions, and so many of us here come from private institutions with strong church affiliations and influences involved, and I would like to know if these men from the church oriented schools could tell us from the state institutions and the big institutions whether or not any marked difference in the integrity of their students is noted, as affected by the religious background and the religious influence of the school.

In other words, coming right over to John Rawsthorne, where there is a strict and careful selection of students, I think I would be correct in assuming, John, and in saying that you have many fewer conduct problems, percentagewise than we do

up at the state university. I do not know whether you can get at the real question I am after. It is, to what extent do you feel that the church orientation of your school is eliminating problems of integrity that those of us in the big, mixed up institutions with people from everywhere and of all sorts of faith, have. We have to worry about those things. You do not have to worry about it so much, or at least I would assume you would not.

Does that make sense as a question? As a state institution man, I would like to know what you as a man from a strong church oriented school, how that is affecting the integrity of the students on your campus. John, or anybody else.

CHAIRMAN GORDON: All right, who is ready?

DEAN MAYNE LONGNECKER (Southern Methodist University): We were wisecracking about this back in the rear of the room when Fred put out the idea that because of the quote, careful selection of students, that we had these conduct problems solved.

It is my observation after not very many years of deaning, but after a whole lot of years on the SMU campus, that we too are dealing with people, and that people are very, very much alike if the age groups are comparable, regardless of whether they are at a tax supported institution or at a denominational one.

CHAIRMAN GORDON: Thank you very much, Mayne.

DEAN RAWSTHORNE: I have said quite a bit, but I will just say that we have not gotten all our problems solved yet either by any means, just as Dr. Longnecker said. But it does help, I think, to -- I was going to say a homogeneous group. I was going to say homogenous. I hope it is not that.

CHAIRMAN GORDON: Just to give you some perspective. I think we can carry on the discussion for another five or seven minutes. Question?

DEAN GLEN T. NYGREEN (Kent State University): I would like to ask Jim a question along this line. Lawyers claim that when a student comes to them with some confessions around a problem which is of concern to the institution, that this is a privileged communication. So, too, do psychologists. Now this

becomes a matter of differentiation interpretation with these religious foundation workers that work among our students. I would like you to comment upon the degree of reciprocal responsibility for the welfare of the institutions that exists on the part of the foundation pastor or minister, regardless of his faith, in terms of this privileged communication.

DEAN McLEOD: Of course, you are talking to some degree about the sanctity of the confessional. On the other hand, I think the intelligent and participating member of a university community, if he is in the area of being we will say -- I might as well use the right denomination -- the Presbyterian pastor on your campus, and in his counseling of this person, he recognizes the necessity of calling into the picture somebody else besides himself. This is the toughest job for most of us to learn, that we are not the final authority and we do not know all the answers.

Yes, privileged communication -- I am sure that as Chaplain I knew a heck of a lot more about what was going on on the Northwestern campus than I know as Dean of Students, (Laughter) because they came to me as the Chaplain of the university, and I would practically fall under the desk at some of the things they told me they had done. (Laughter) As the dean, occasionally they almost make me drop my teeth, but not as often as they did when I was Chaplain.

You do have to watch these characters, and having been one of them I can speak freely I think. They do not know their limitations. We had one at Northwestern who proceeded to give a Rorschach test to a girl. (Laughter) I had him over in the health service. (Laughter) I had an entrée into the denomination too. (Laughter)

Some of them are extremely well trained and have a fine background and a tremendous commitment, but I think that any counselor or adviser must recognize that he has a responsibility, sure to the individual, but he has a responsibility to the total community. Working through proper channels in this counseling aspect, he is going to get them into the hands of the psychiatrist in some instances, in some instances a wiser counselor than he is, if he is intelligent about it. It may be that the psychological counselor, not necessarily a psychiatrist, may answer the problem. But the therapy very often has to take place over a long period of time, and this they do not always recognize. They cannot do it in one session.

DEAN CARLSON: I think one more comment needs to be made in conjunction with Fred's question. In a church college, we may not have fewer problems, but sometimes I think we feel we have better resources with which to work with them and with which to get results. This, I think, is the asset that we try to exploit.

CHAIRMAN GORDON: Remember, Fred, at the University of Minnesota we attended a conference together, around 1947?

SECRETARY TURNER: Yes.

CHAIRMAN GORDON: I think the first conference ever held on religion in a tax supported college and university. Two hundred years of American education and now finally a conference on religion in the tax supported college and university.

I think it was made clear that while we have separation of church and state, there is a fallacy in believing that we have separation of religion and education. This problem is different, as one works with the tax supported college or university from the privately endowed school. One approaches it differently.

DEAN McLEOD: I would like to comment on that conference, which was set up by Henry Allen, I believe. One of the things we forget, because we lose the historical perspective is that of the first twenty land grant colleges established, the first presidents of 17 of them were ordained ministers. I believe I am correct in this.

In the early days of the land grant colleges and the emerging state universities, the leadership in the administration and in the faculty was of a group of people with very strong religious Christian commitments, and I think it is in more recent years that the problems that Fred is talking about have emerged with the tremendous expanse.

If you want a quickie on the picture of the growth of the American College, I have used this enough so that anybody who has heard me speak probably has heard it, but if one goes back to 1870 and realizes that all of the students in all of the colleges in the United States could have been seated in Yankee Stadium, and that by 1890 they could have been seated in Soldiers Field, if you used the infield, and that even by 1920 there were only 400,000 college students in the whole United States. This is a rather graphic picture of the

tremendous growth and the changes should have taken place within this area, which I have been trying to talk about, would certainly be true as it has in all others.

CHAIRMAN GORDON: In pursuit of Glen Nygren's question, in terms of relationship to the Dean of Students to the Chaplain, since we have a man who served in both roles, might we have some questions in this area of the relationship between the dean of students and the chaplain?

DIRECTOR YANITELLI: I opened my mouth unwisely yesterday, and I will open it again. In answer to your question, Glen, I can only tell you what we do.

We have our psychological services who work together with the religious counselors, and communication is only shared in the question of a privileged communication or a confidence communication, with the permission of the student, where co-operation of the two agencies is needed.

We members of the cloth, as well as the psychiatric profession, are realizing that we need each other, and we are getting to learn more about each other, and getting to work more and more with each other.

The only time that anything is ever used is when the action is an overt action, and is not a confidential communication.

I would like to make a comment to Fred Turner's question and say that our experience at Fordham -- I am not speaking for the rest of my colleagues -- is that neither have we solved all the problems. I would like to add that we also have a melange of students. We have Protestants and Jews on our campus who are very much at home. In fact, they feel better than most of the Catholic students, because when there are religious services they do not have to go to them. (Laughter) This is clearly an asset, (Laughter) under those circumstances.

The thing of importance though, on Jim's thinking today, why we should be discussing a question of religion here in a conference of student personnel deans, dealing with the question of basic integrity, I think stands on the question that the secularist, or the religious man, to be a good human being, has to have something of this integrity, something of the honesty, something of giving his word and keeping it, something of being a man who does not lie, a man who is just. These are

qualities which are for the secularist as well as for any religious man. The point of the religious support, if you want to call it that, the religious asset that was mentioned by the dean from Upsala, is this: that a free citizen, trying to keep basic integrity when nobody is standing over him, when "we can get away with it," demands an awful lot more from the interior of a man, and we feel that the interior of a man is fed only by an agency or a person who is bigger than any one of us. I mean of course the religious faith.

I am reminded of the New York basketball scandals of some years ago, when a young fellow was offered more than his father would earn for a year, not to throw a basketball game, but simply to shave the point score, shave it so the gamblers could make some money.

Here was a fellow who was not being asked to be disloyal to his school. He was still trying to win the ball game. Here was a fellow who was not in any real way compromising himself publicly. He was being loyal to his school, his team mates, trying to win. The only thing he was being asked to do was to shave that point score so that the gamblers could make money. Now I ask you, I myself could not have resisted that kind of offer. (Laughter) That is where you need some kind of interior force to make you honest when you know you can get away with it. That is all I have to say.

CHAIRMAN GORDON: We might refer you to a special resource for this privileged communication, Glen, and others. That is Dr. Farnsworth's many appearances before this group and the proceedings of the previous meetings, where he has discussed this very thoroughly, where we almost have a bible now on the privileged communication, via Dr. Farnsworth.

DEAN MOULTON: Perhaps one of the reasons why we are in this fix today I believe is because religion has gone out of the home. After World War I and World War II we perhaps are living in an age of disbelief. These boys are not brought up on the bible, and in the religious emphasis. They do not know, and it is like the little Protestant boy who came home one day with a black eye, and his mother said, "Where in the world did you get that black eye?" He said, "Oh, the O'Reilly kids hung it on me."

"Well, why did they do that?"

"Well, I was over at their house making cracks about

the pope."

"Didn't you know the O'Reillys were Catholic?"

"Yes," he said, "but I didn't know the pope was."
(Laughter)

CHAIRMAN GORDON: Perhaps we should conclude the discussion at this point of insight. (Laughter) So often we come to the conferences seeking the exact answers to the given problems, and I think we all realize that we cannot transplant from one college campus to another effective programs.

What we can transplant, what we can take away from the Conference is an approach, is a general awareness, is a mutual concern for some of the basic problems that we have and I think this discussion this morning has left us with that kind of concern.

Now, Fred, how many announcements?

SECRETARY TURNER: Bob, I have just one, and it is an important one -- I have two.

We have a special order of business this morning at eleven o'clock, which is the report of the Committee on Nominations and place, and the meeting is important for that, but it is important in addition because of the nature of the report which is coming from that committee. We are going to have to consider an amendment to our constitution ahead of the report of that committee.

We hope that after this break, which is coming in just a minute that you will all be back promptly because we will need a full attendance and a prompt attendance to get going on that.

One p.m. today is the deadline for any resolution material to be handed to the Chairman.

... Conference announcements ...

CHAIRMAN GORDON: Any other announcements? All good deans deserve a break.

... Short recess ...

BUSINESS SESSION

The Business Session convened at eleven-fifteen o'clock, President Frank C. Baldwin presiding.

PRESIDENT BALDWIN: The Business Session of the 39th Anniversary Conference of NASPA will convene. On the special order of business this morning we would have ordinarily a report of the Committee on Nominations and Place, but before this report takes place, we have a potential change in the by-laws, the constitution of the organization. Therefore, I am calling on Fred Turner to present this proposed amendment to the constitution which we will need before this report of the Committee on Nominations and Place. Fred Turner.

SECRETARY TURNER: Mr. Chairman and Members of the Conference: This is a motion which was passed by the Executive Committee, and I will read the motion which was made by the Executive Committee. Then we will read the proposed amendment to the constitution, which is essential to a proposed action to come from the Committee on Nominations and Place. The action of the Executive Committee was to pass this motion:

Let the constitution be amended to create the official Conference Chairman to be nominated by the Committee on Nominations, said office to have a three year term.

That was passed by the Executive Committee. That will require three changes in the constitution, which are as follows. I will read these, and then you can decide how you want to consider them. Unfortunately, we do not have enough copies of the constitution to pass them around, but I think you will follow this without any trouble at all.

It will require an amendment to Article IV, Section 1, which now reads:

"Section 1: The officers of the Association shall be a President, two Vice Presidents and the Secretary-Treasurer, charged with the duties usually ascribed to such officers."

The amendment here will be after the words "two Vice Presidents," add the words "a Conference Chairman" which will make the section then read: "The officers of the Association shall be a President, two Vice Presidents, a Conference Chairman, and the Secretary-Treasurer, charged with the duties usually ascribed to such officers."

The second change will be to amend Article IV,

Sections 3, 4, 5, 6, 7 and 8 by re-numbering the Sections to become Sections 4, 5, 6, 7, 8 and 9. In other words, it is simply re-numbering in order to insert a new Section within the Article.

Third, to amend Article IV, by adding a new Section 3 to read: "The Conference Chairman shall serve from the time of election at the annual meeting until the election of a new officer at the third following annual meeting."

That will be the proposed amendment, except that there will be an exception for this first election, and this will not add to the constitution. This is merely explanation. This exception is that the first holder of this office will serve for a two year term, from 1957 to 1959, and thereafter the specified three year term will be in effect. The reason for this is to avoid the coincidence of office terms of the Secretary-Treasurer, which is a three year term, and the Conference Chairman.

In other words, if you adopt this proposed amendment, you would have your new Conference Chairman's term of three years ending at exactly the same time as that of the Secretary-Treasurer, whose term is a three year term. As you know, all other officers are one year terms.

The three amendments there are the addition of the words "Conference Chairman" to Section 1, the re-numbering of Sections 3, Present Section 3 to 8, and the amendment of the total Article by adding a new Section 3, which proposes this new officer who serves for a three year term, with the parenthetical statement that on the first election, if approved by the convention, it shall be for a two year term in order to start the thing off schedule as far as the three year terms in the future.

Mr. Chairman, we can do this, if it is perfectly clear, we can do the three amendments as one. I can move the approval of these amendments, or I can take them one at a time, whichever you prefer, whichever the convention prefers. It seems to me that since they are so related that it can very well be handled as one unit, because they are all tending to do the same thing. Therefore, I will move the adoption of the proposed amendments to the constitution, and I so do.

PRESIDENT BALDWIN: Is there a second to the motion?

DEAN MIDDENDORF: I second the motion.

PRESIDENT BALDWIN: Is there any discussion? Any questions?

DEAN CONGDON: Mr. Chairman, could we know a little more about what this Chairman is going to do?

PRESIDENT BALDWIN: The question is, could we know more about what this Conference Chairman is to do?

The purpose of the Conference Chairman, as we discussed it in the Executive Committee, is to relieve your Secretary, Fred Turner, of many of the duties which he has had during these past years.

SECRETARY TURNER: Mr. Chairman, correction. To relieve the Secretary. My term is ending at this time. (Laughter) That should be in the minutes.

PRESIDENT BALDWIN: We stand corrected temporarily. (Laughter) The point is, I know I for one have never been aware, as I know many of you are not aware if you have not served in the capacity of President, of the terrific volume of business that goes over Fred Turner's desk. He has somewhere in the neighborhood of 2,000 or 3,000 letters a year, and I believe he had practically that for this Conference that has come up, and I have a terrific file myself, and all I get is a few "skin" sheets of some of the business that takes place during the course of this one year. Consequently, Fred spends a lot of time in his spare time and his Sundays and Holidays, and what we want to do is to relieve him of many of these chores which he has had to do and done willingly.

That is the purpose of this Conference Chairman, to handle all the particulars that have to do with the Conference. That means communicating with the speakers-to-be, with all the committee chairmen, with designation of the commissions, with the committees which we set up, and all along the line there is a terrific amount of correspondence that takes place, and this is the purpose, to relieve the Secretary of this chore which he has had over these years.

Does that answer your question, Wray?

DEAN CONGDON: Yes, thank you.

DEAN HOCUTT: I may have misunderstood, but I thought

you said "designate the committees and the commissions."

PRESIDENT BALDWIN: No.

DEAN HOCUTT: As I understand, this would not be the responsibility of this person. The President, advised by the Executive Committee, would continue to perform that function.

PRESIDENT BALDWIN: That is correct. Yes, that is correct. The commissions and the committees are appointed by the President, with the assistance of the Secretary, inasmuch as he has a file card for every member in the organization, and it is with a great deal of time that he spends on this. Actually, this has not to do with the Conference itself, that is true, but this is all in addition to handling the Conference particulars.

DEAN TRUEBLOOD: Would this Conference Chairman appoint the committees relating to the carrying on of the annual Conferences?

PRESIDENT BALDWIN: That is correct, the way I understand.

DEAN LLOYD: Ted, if I might just add one supplement to what you have indicated. I suppose over the years, any person who has acted as Chairman or as President for the Association has recognized the urgent need for a little more continuity of program. As Presidents, we have had to continuously toss into the Secretary's lap things which, because of our being far distant from the center, we have not been able to handle. I think that there has been a miraculous amount of continuity of program, not through any fault of the Presidents.

A Chairman of convention and arrangements will assist in giving this continuity and some special study to a program which the Presidents in the past certainly have not been able to give. We have had, I believe, excellent results, partly through accident rather than through arrangement, and for one I am delighted in the recommendation of the Executive Committee in giving more stability to the future programming of the organization and I assume that this new officer will be working as an integral part under the direction of the President and Executive Committee.

DEAN RALPH E. DUNFORD (University of Tennessee): I wonder -- the Executive Committee has spelled out pretty well the description of the separation of the duties. The Secretary-

Treasurer has been carrying out these things, and I should think that unless this were done, and it is a well defined spelling out of the responsibilities and the method of integration and coordination between the President and the Secretary-Treasurer, this particular position would be in a lot of difficulty, and perhaps we would not have the continuity that we have had before. Is there a spelling out? Has the committee spelled out these responsibilities and relationships between the several officers?

PRESIDENT BALDWIN: This will be carried out. As a matter of fact, this Conference Chairman will be a member of the Executive Committee, who will be appointed by the President.

DEAN DUNFORD: Has it been done, and will this be done? I think before I would want to vote on it, I would want to know if there has been considerable thought given to this problem of the coordination of this position with the other positions.

PRESIDENT BALDWIN: Yes, there has been, and there has been this past year. Fred Turner might speak to that point.

SECRETARY TURNER: Mr. Chairman, might I speak to this point in this one way only. Perhaps this is a negative approach to it, Ralph, but in our constitution, which was written at the time when we were much smaller size than now -- yet it has served us very well through the years -- the duties of officers are not spelled out at all for any of them. All we say is that the officers shall be charged with the duties usually ascribed to such officers.

I would say to you, however, that in its consideration of this particular proposed amendment, that the Executive Committee has spent approximately five hours in discussion of this very question you are raising, and after first trying to spell out these things decided at the end that it would be far smarter to follow our general procedure and assume that the Executive Committee would work these duties out. It is agreed that we will certainly see to it that whoever appoints the new Executive Committee will include this new officer as a member of the Executive Committee.

I think it is a very good question, and that is the question which the committee itself raised in the discussion of the proposal. I think you can be assured that that separation will be held all right.

DEAN DUNFORD: I have one other point in mind. If you

take duties away from a man, it may give the impression to some-- I do not have this impression. It means only that the duties have grown too manifold for our Secretary-Treasurer, and certainly if I vote on this, I certainly do not wish to vote favorably if there is any consideration or any feeling that perhaps our present Secretary-Treasurer, or past officers have not done a good job.

PRESIDENT BALDWIN: No, there is no implication of that, and I do not think for a minute anybody would think that. As a matter of fact, that is quite agreeable to the Secretary, we can assure you. I am sure that there would be a close coordination, and there would have to be. Any other questions?

DEAN ROBERT W. BISHOP (University of Cincinnati): As I understand it, the Conference Chairman is an officer elected by the Association the same as the other officers. Therefore, he would automatically be a member of the Executive Committee, without appointment of the President, isn't that right?

PRESIDENT BALDWIN: Yes, he is to be appointed, or recommended by the Nominating Committee. That is correct, and it will come on the floor as you would vote on your other officers.

... The question was called ...

PRESIDENT BALDWIN: The question has been called. Ready for the vote? All those in favor -- by the way, I should say that on voting on this, would one member of each institution take the vote on this. If there are four or five from one institution, there is only one vote for that institution. All in favor say, "aye." Opposed, "no." The ayes have it, and it is a vote. That was unanimous, wasn't it? Very good. Well, that shows a faith not only in the executive committee, but in the Secretary of the organization, which I think we all agree he well deserves. Fred, you may get a chance to get up to that cottage after all. (Laughter)

On the passage of this amendment, the report of the Committee on Nominations and Place will be in order, and that will be given by Dean Don Gardner. Are you ready, Don?

DEAN D. H. GARDNER (Committee on Nominations and Place): Mr. President, your Committee met and would like to recommend that the 1960 meeting be held in Chicago. The 1958 is to be in Indiana, the 1959 in Boston. We have an invitation for 1961 or

or 1962, but we felt we should not go that far at this time, so we would like to recommend that the 1960 Conference be held in Chicago. It will probably be held on the Chicago campus, if they can get enough money to build a couple of new buildings to take care of us. At the present time, we thought we would just designate Chicago.

Therefore, I move the adoption of the motion that we meet in 1960 in Chicago.

... The motion was duly seconded ...

PRESIDENT BALDWIN: Is there any discussion? Are we ready for a vote? All those in favor say, "aye." Opposed, "no." It is carried and so ordered.

DEAN GARDNER: Mr. President, your Committee had the problem this year as the Secretary-Treasurership, which is a three year term. This, to some of us has been quite a problem. There have been a great many compliments paid to our present incumbent. Some of us might disagree slightly (laughter) however, after considerable consideration and some attempts at bribery (laughter) we came to a decision that we would like to recommend for re-election Dean Fred H. Turner, so that he can run 23 years instead of 20. Therefore, I move the nomination for Secretary-Treasurer for a three year term of Dean Fred H. Turner of Illinois.

... The motion was duly seconded ...

PRESIDENT BALDWIN: Are we ready for the question?

DEAN ZILLMAN: I move the unanimous consent.

... The motion was duly seconded ...

PRESIDENT BALDWIN: It has been moved for unanimous consent, and I think it might be in order at this time for those in favor to please stand.

... The entire delegation arose and there was prolonged applause ...

PRESIDENT BALDWIN: Opposed, please stand. (Laughter) It is a vote.

DEAN GARDNER: Mr. President, I was standing and sitting both at the same time.

For Vice Presidents of the Association, we would like to recommend Dean Robert H. Shaffer of Indiana University and Dean Noble Hendrix of the University of Miami. I therefore present their names for adoption.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is so ordered.

DEAN GARDNER: For President of the Association we would like to recommend Dean Donald M. DuShane of the University of Oregon. I therefore move its adoption.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is a vote.

DEAN GARDNER: That completes the report.

PRESIDENT BALDWIN: It might be of interest to have the President stand so you know who he is. Don DuShane, over here. (Applause as he arose)

Bob Shaffer is the Vice President. Bob Shaffer, over here. (Applause as he arose)

The other Vice President, Noble Hendrix, is ill, and he was not able to attend the Conference, we are sorry to say, unless he has come in this morning.

The Program Chairman, have we a nomination for that?

DEAN GARDNER: We have a nomination. Knowing that you people were working upon this, we went ahead and made a decision if you wish to have it now for your recommendation.

PRESIDENT BALDWIN: Are we ready for the decision?

DEAN GARDNER: All right, we would like to recommend Dean John Hocutt of the University of Delaware.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is a vote. John Hocutt, will you stand?
(Applause as he arose)

This organization really gets rolling.

Now we are ready to go through with the committee reports, and there will be a number of reports that we will be able to cover this morning, and those that we cannot, we will carry over to this afternoon, because we do want to close as close to on time as we can.

SECRETARY TURNER: Ted, before you go on to those, may I speak briefly to the group?

PRESIDENT BALDWIN: Yes, Fred Turner.

SECRETARY TURNER: Mr. Chairman, Members of the Convention: I think you have taken a very significant step here in your action of the past few minutes. We worried with this, and I appreciated the kind things which Ted and Don said, but actually, the institution has reached the stage now where we have to think in little larger terms than we have had to before.

The membership is growing. The need for continued study and planning ahead as far as our meetings are concerned is so apparent that it simply will not work. We are trying to operate a 1957 model with a 1931 engine in it, and it just will not go. So I think you have taken a most significant step, and one which I believe you will discover will pay off as far as the future is concerned, in programs and in meetings, and in activities of the Association. I would certainly congratulate you for your wisdom in adopting this resolution.

I do not see how you could have done better than in naming the man you have for this new position. He has been through this mill, and he knows what is involved in it, and believe me, it is not duck soup.

PRESIDENT BALDWIN: Very good, Fred. Thank you.

Also it might be appropriate at this time to say that the Executive Committee in considering the amount of work that has been done, and that will have to be done, has upped one or two of the items in the budget so that we can have more secretarial help, and that is going to relieve not only Fred, but the Conference Chairman who will need a great deal of help in his correspondence with various and sundry people, and in getting the next Conference under way.

Now we have the continuing committees, and some of you

will have reports, and some of you may want to pass for the time being. Is there a report on the Liaison Committee with the NCCFS, which is the National Conference of Fraternity Societies?

DEAN ROBERT S. HOPKINS (Chairman, Liaison Committee with NCCFS): Our meeting will be held the first week in May, in Attleboro in conjunction with IRAC. So we have no report to make at this time.

PRESIDENT BALDWIN: Very good.

The Joint Committee on Student Discipline, Principles and Procedures, and the chairman of that committee is Bill Guthrie. Bill, are you here?

DEAN GUTHRIE (Chairman, Joint Committee on Student Discipline, Principles and Procedures): With a very brief report.

Mr. Chairman, the committee dates back to over a period of five or six years. You will find in the old proceedings the first two reports of the committee. The first one was a joint effort with ACPA and what was NADW at the time, now NAWDC, I believe, and the Registrars and Admissions Officers, AACRAO.

The first report was a statement about the recording and reporting of discipline cases. The second report, two years later, covered principles and procedures in student discipline.

Without attempting to review in any sense what appears in those proceedings, I think there are copies of the proceedings for new Deans who wish to request them through the Secretary.

The Committee operated this year on a standby basis. It is composed of Carl Knox, Father Rock, and Dean Bob Hopkins, a new member of the Committee, and myself. The committee has met during the Conference this year, and it has immediate plans, first to duplicate the material which now appears in the old Proceedings. These are in brief enough form that we can put them out in some kind of duplicated form.

I think one of our problems is not only on our campuses with the new generation of students who appear year by year, but there are occasionally new generations of deans who appear and it will be helpful, I think, if we reproduce these

two reports and have them available, and we will attempt to do that very soon.

We will add to the old reports at least some brief mentions of some new research and I want to mention those here today.

Dean Hopkins at the University of Massachusetts is responsible for a new study of students' participation in courts and discipline committees. Many of you have helped in the preparation of that material, and we will include some summary reference to this piece of research in some appendages, along with the reproduced reports to which I referred.

Secondly, there is a doctoral dissertation at Penn State University under Duke Wellington's tutelage. It is on student attitudes toward rules and regulations. There will be some summary statement on this. I am not completely informed on this, but I think that Bob Etheridge has a University of Michigan State thesis project on disciplinary methods, and I think it is different from what John Truitt has done on his Big Ten Committee organization on the discipline field.

"The Dean and the Law" has been mentioned in a couple of the meetings. I think Dean Arden French has been responsible for some comments in this area, here in the meetings this year. This prompts the committee to suggest that maybe there is some study that should be made of the relationship of the Dean's office to the law. What is the difference in interceding in a student's behalf, and yet staying away from interference with the due process of the law?

All of which, I guess, is to suggest that there are a good many more areas which might be explored and that the committee on its standby basis feels that it might be its responsibility to find ways to approach some of these new areas which have not been covered.

We ask, therefore, that the Executive Committee continue this committee with some new constituency in terms of membership on the committee for another year, and that it be called upon as needed.

PRESIDENT BALDWIN: Thank you, Bill, for that very good report, and we are glad to know that it is to be an on-going committee. I am sure Fred has made note of the recommendations and suggestions there for the Executive Committee and the new President.

The next committee is the Committee to Work in Cooperation with the A.C.E. Bob Strozier is chairman of that. Is there someone to report for Bob on that committee?

The Committee to work with the AIA, which is the American Institute of Architects, Housing for single and married students, and the Chairman of that Committee is Dean Larry Woodruff. Larry, do you have a report on that?

DEAN L. C. WOODRUFF (Chairman, Committee to Work with the A.I.A.): I think I am actually making this report for Ted Baldwin, who has for many years been Chairman of this Committee.

Most of us in the room during the past 18 months filled out a questionnaire from the American Institute of Architects, which Ted and some of the rest of us had at least a finger in structuring. This same questionnaire or a similar one was filled out by your Deans of Women, on many campuses at any rate, by students actually living in the residence halls, in the dormitories.

The results of that questionnaire have been published in the bulletin of the American Institute of Architects, July-August, 1956, in this form. [Illustrating the book] Copyright restrictions have prevented a widespread, free distribution, but it is available from the American Institute of Architects, 1735 New York Avenue, N.W., Washington 6, D. C., for one dollar.

A brief summary of the report would probably read like this: The buildings cost too much. The closets are not big enough. (Laughter)

PRESIDENT BALDWIN: Thank you very much, Larry, for that report. Fred, did you not receive a number of those copies, and were they not sent out to the members?

SECRETARY TURNER: They were sent, but one or two people told me they did not receive them. We mailed them to all member institutions. Somebody who received one, when did you get it?

DEAN GARDNER: Last Friday.

SECRETARY TURNER: They were mailed well ahead of that.

PRESIDENT BALDWIN: Some of you left before they apparently arrived on your campus. If you have not received one,

you are entitled to one, and may I suggest that you get in touch with the Secretary, and that he in turn will check his list to see if one has been sent to your institution and to whom it was sent.

The dollar that is mentioned is for the extra copies. We have made a special arrangement with them so that we have not paid a dollar for our copies, having bought them on a large scale of 300, I think. We received 300 and those have been distributed. From here on out, if anybody asks you for a copy, that is where they get it, at the AIA in Washington, and it will be a dollar.

The next committee is the Cooperating Committee with the U.S.N.S.A., and Dean Ted Zillman, have you a report to make on that?

DEAN ZILLMAN (Cooperating Committee with U.S.N.S.A.): No report at this time.

PRESIDENT BALDWIN: Will you have a report later on in the Conference?

DEAN ZILLMAN: I think maybe yes.

PRESIDENT BALDWIN: The next committee is the Cooperating Committee with the National Interfraternity Conference, Dean Glen Nygren. Glen, have you a report?

DEAN NYGREEN (Chairman, Cooperating Committee with National Interfraternity Conference): Just a very brief report, President Ted.

This committee can report a year of essentially healthy growth and progress for the National Interfraternity Conference and of continued understanding and friendly relations between Deans and fraternity leaders. I think everyone here knows, without saying, how much of this growing good work of the NIC and this friendly relations are the result of a few people present in this room, like Fred Turner, who serves as editor of the IRAC bulletin; Donald Mallett, who has served for some years as educational adviser of the NIC; men like Robert Hopkins and others. Particularly, I think we have been pleased this year with the leadership of Francis VanDerbur, who has been our guest at this meeting, because he, I think, represents a more ready acceptance of the necessity of close working relationships between deans and interfraternity leaders than may have been

true for some time. He has an ability to treat some ideas objectively, even though they may differ considerably from his own convictions and beliefs.

At the last two meetings of the NIC there have been particularly large delegations of deans. The 1957 meeting will be held over Thanksgiving weekend at the Broadmoor, Colorado Springs, Colorado, which will give an opportunity for many new deans and fraternity leaders to meet in session, and it is our hope that a large delegation of deans, who have been regularly attending at more eastern points, will find it possible to go to Colorado Springs. They have been meeting nine days after Thanksgiving, and this year they are meeting immediately following Thanksgiving.

For the last two years a feature of the NIC Conference has been a dinner and discussion meeting of deans and fraternity executive secretaries. This was initiated by the cooperating committee of this association, and has proved highly successful. This is scheduled for this next year at a lower price. Those \$9.00 dinners at the Waldorf threw us off. (Laughter) They are scheduled at a lower price, and with a freer schedule at the Broadmoor, where we will be uninterrupted by the pressure of other meetings and business. It now appears that this useful meeting has become a permanent item in the annual program, and will be continued indefinitely.

One problem area to deans has been the variable practices of fraternities with regard to chapter visitation. I can report to you two steps which have been taken during the past year to meet this problem:

1. The College Fraternity Secretaries Association has held the first training school for visitation officers and has scheduled annual "schools" for at least the next two years. Deans form part of the faculty at these sessions and the concerns which trouble us receive full treatment from "both sides of the fence."

This last year, the meeting was held at Indianapolis. The next one was to be at Miami University at Oxford, Ohio, and following that, the following year in Evanston, Illinois.

2. CFSA President "Pete" Wacker is sponsoring a careful study of the visitation policies of the 61 NIC fraternities. This concern has come about because, as you have noted in our discussions here, some fraternities employ young men just

out of school, with very little training, send them on the road. Some fraternities have backed away almost completely from regular chapter visitation, and have been trying to develop new and less expensive techniques, which I think have been of concern to some of us.

At any rate, it may very well be that Mr. Wacker's report will provide the substance of a series of recommendations which next year's NASPA committee will want to offer for action by the annual conference.

There are several other problems of concern which have diminished in importance during recent years. Mr. VanDerbur reported that he had the scholarship problem solved. I cannot quite accept that, but they did return the reporting system back to a college campus, in line with previous recommendations of this committee, and I would also point out that the question of membership requirements has received remarkably little discussion here at this meeting, in Durham, North Carolina, despite Ted Zillman's valiant efforts in that regard.

I think I would like the record to show that it is the opinion of your cooperating committee, if we interpret your mood correctly, that our membership of NASPA would feel strongly that our national groups will be well advised to remove any formally stated discriminatory membership statements, but that we do not recognize any meaningful pressure, either overt or implied, requiring inter-group memberships as a demonstration of good faith, following the removal of the statements.

I think since Mr. Van Derbur's concern of yesterday will appear in the record, I should like this one to appear also.

There remains a need for a series of definitive studies on the functioning of college fraternities in our total educational scene. Although we have no specific recommendation at this time, we suggest to next year's committee that they give particular attention to a program of such studies.

Submitted for the Committee, which consists of Robert S. Hopkins, Daniel D. Feder, Byron S. Atkinson, Donald R. Mallett, William S. Zerman and myself.

PRESIDENT BALDWIN: Thank you very much, Glen, for that excellent report.

We will now hear from the Committee on Membership of Liberal Arts Colleges, Ralph Young Chairman.

DEAN RALPH A. YOUNG (Chairman, Committee on Membership of Liberal Arts Colleges): Mr. President, Members of the NASPA organization: The primary function of the Committee on Membership of Liberal Arts Colleges is to inform non-members of the existence and services of NASPA.

There is no formal report from our committee today. We do, however, have a request to make. If you know of non-member colleges who should receive information, please notify the Chairman or any other member of the Committee present. In addition, will you please add your own personal bit of information to the non-member colleges. Thank you.

SECRETARY TURNER: Mr. Chairman, after you receive this report, I have a statement to make.

PRESIDENT BALDWIN: Thank you for that report, Ralph. Fred Turner has a statement to make.

SECRETARY TURNER: Mr. Chairman, I did not realize we were going quite so fast. Is Glen Nygreen still in the room? Did you make the last part of your report as a recommendation?

DEAN NYGREEN: Yes, and I left the written copy of the report up there so you would have it.

SECRETARY TURNER: It seems to me that would almost require acceptance by the Association, and I think it would be well if the Association would accept that report, rather than just without action. In general, that is a part of a resolution which Ted prepared last year, and which was before the Executive Committee, and I think it would be well for the committee to go on record as either adopting that report or refusing the last part of the recommendation. You can receive the report, but there is a recommendation that ought to have some action.

DEAN GUTHRIE: Mr. Chairman, I move we receive the report.

... The motion was duly seconded ...

PRESIDENT BALDWIN: I will repeat the recommendation again. It states:

"Several problems of concern in other years have diminished in importance. For example, the problem of chapter scholarship reporting has been handled effectively by returning it to a college campus in line with repeated recommendations of this committee."

This is the part you mean: "The question of membership requirements has aroused little interest at our meeting here in Durham. If your committee reads your mood correctly, our membership would feel strongly that our national groups would be well advised to remove any formally stated discriminatory membership statements and that we do not recognize any meaningful pressure, overt or implied, to require inter-group memberships as a demonstration of good faith following the removal of the statements."

That covers it.

DEAN ZILLMAN: Mr. President, would it not be wise of us to appoint some kind of special committee, or turn it over to Glen's committee, this whole particular area for study in cooperation with the National Interfraternity Conference, and have them report back to us then as to how, in their statesmanlike wisdom, this organization ought to be positioned in this area, and how we can engender some light where there is a terrific amount of heat all over certain sections of our country anyway. I would hope that from this study of this group could come areas of compromise and agreement, and maybe a re-thinking on the part of some of our institutions where we have set deadline dates, that people like myself are not happy with; and work for compromise and progress and the educational approach in this whole area.

So I would like to see the thing more aggressive than simply a statement now that this is the agreement that we have come to. I will make that a motion, if I can.

PRESIDENT BALDWIN: All right, that will be a committee --

SECRETARY TURNER: You have a motion on the floor. You will either have to amend that motion, or --

DEAN ZILLMAN: Amend the motion then to contain this idea.

PRESIDENT BALDWIN: You are stating then that there be

a committee within this committee to study the question and to report to the committee, which in turn will report to the National organization here. Is that it?

DEAN ZILLMAN: That is the gist of it, yes.

PRESIDENT BALDWIN: Then that is an amendment to the original motion, that there be a committee appointed, a cooperating committee with the National Interfraternity Conference, and that that committee discuss the question in consultation with the Fraternity Council, and report through their committee to this group at the next meeting.

DEAN ZILLMAN: Right.

PRESIDENT BALDWIN: Is there a second to that motion?

... The motion was duly seconded ...

PRESIDENT BALDWIN: Any further discussion on the matter?

DEAN HULET: Mr. Chairman, I may be wrong, but if I get the sense of what Ted is saying, he is asking us to consider in some fashion, through a committee, our stand on the position which is stated in the main motion. I think we have taken a stand in the main motion, where we recommend to local chapters that they do something. I wonder if the two are completely compatible. That is, if this is an amendment to the main motion, or is it a repetition of the main motion? I am just curious about this.

PRESIDENT BALDWIN: In substance, it defeats this particular area in this report. Is that right? So if we accept this motion of Ted Zillman, then technically it excludes this part from the report.

DEAN HULET: I want to make sure Ted understands this, and everybody else understands this is what he is saying.

DEAN ZILLMAN: If I can talk to that, Mr. President, I feel that what we have now is the good thinking of Glen and his cooperating committee. I got from Glen's report that this was not arrived at with the full understanding and approval of the National Interfraternity Conference, and other groups who might be concerned.

I personally would be much happier to see the thing come as a joint approach after more study in this area than I understood Glen's group had given it. Now I may be wrong there.

DEAN NYGREEN: President Ted, that is right. We have referred to this subject in the report of this committee the last two years, but we have carried on no formal study or tried to position the Association other than to report our committee's feeling about it.

PRESIDENT BALDWIN: Which is what you are doing in this report.

DEAN NYGREEN: That is right, sir.

SECRETARY TURNER: Mr. Chairman, I must plead dumbness, because I am still pretty cloudy on what we are voting on here. We are up against a serious deadline again, because they said they wanted to serve our lunch promptly at twelve o'clock. Would it be possible to hold this until our meeting this afternoon, and let Glen and Ted get together and be sure that we have a carefully worded statement that we can present and agree upon at that time? I am certainly cloudy on what I am voting on at the present time.

PRESIDENT BALDWIN: In order to simplify this then, would the mover of the motion that we accept this report be willing to withdraw it for the time being? Bill Guthrie, you were the one who made the motion.

DEAN GUTHRIE: Reluctantly, yes.

PRESIDENT BALDWIN: Reluctantly, he retracts the motion. What about the seconder? Was there a second? We will assume the seconder retracts it also.

We will hold off the following reports of committees, which would begin with the Committee on the Training and Residential Hall Administrators. That will be the one we pick up on at our next meeting. Fred Turner has an announcement he wishes to make.

... Announcements by Secretary Turner ...

PRESIDENT BALDWIN: Is there a motion to adjourn?
[Cries of "So move"] The meeting is recessed.

... The Conference recessed at twelve o'clock ...

TUESDAY AFTERNOON SESSION

April 9, 1957

The Conference reconvened at one-forty o'clock, President Baldwin presiding.

PRESIDENT BALDWIN: This begins the 6th General Session and we will finish up first the business that we had this morning. During the noon hour there has been a conference, and we now have a motion on the matter of the Cooperating Committee with the National Interfraternity Conference. Dean Glen Nygreen.

DEAN NYGREEN: Thank you, Ted. Unwittingly, we have seemed to arouse some concern about the report which was submitted earlier and the motions which were placed before you for action. We have consulted during the lunch hour on this, and we have agreed, a number of us, all those who had anything to say and we could get hold of and were consulted; and since Bill Guthrie has removed his motion from the floor, I wish to place before the group, President Ted, the following motion, which is written out here and I can leave it with you.

We move that this body receive the report of the Cooperating Committee with the National Inter-fraternity Conference, and in order to implement it ask the Committee during the next year to study fully the matter of membership requirements in student fraternal groups, to consult with the NIC and other appropriate agencies, and to report back to the 1958 NASPA Conference a statement summarizing the educational principles involved in this issue and making such recommendations as may be appropriate. I so move.

DEAN ZILLMAN: I second the motion, Mr. President.

PRESIDENT BALDWIN: The motion has been seconded by Ted Zillman. Is there any further discussion? Are we ready for the motion? (Question was called) All those in favor say "aye"; opposed, "no." The "ayes" have it and it is so ordered.

In order to give you a little variety this afternoon, we are going to have a Chairman who will be presiding who will be Dean Bill Blaesser, University of Utah, who is also, as you know, the President of the ACPA, the American College Personnel Association. Bill Blaesser.

... Dean Willard W. Blaesser assumed the Chair ...

CHAIRMAN BLAESSER: The real variety that had been planned was that deep accent that I understand Noble Hendrix has.

I won't have any such variety. Let us move on to the Committee on Training Hall Residence Administrators where I think we will have some accent. Dean Oglesby, is he here with his report?

DEAN R. R. OGLESBY (Florida State University, Chairman, Committee on Training Residence Hall Administrators): Yes, Bill. Our Committee has had two meetings, and we would like to make a brief report to keep you posted as to the direction of our thinking.

We tried to stake out some limits of our operations of the activities of this Committee, and we felt that the Committee, in light of past deliberations and in light of present thought, would not be concerned about on the job training for persons who were holding full time posts as Residence Hall Administrators; but that we would be concerned in the Committee for working out for this Association a better program for attracting bright young men into the residence hall counseling program; the reason being that the sense of the Committee was that many of our fine young men are being attracted to the personnel profession through the residence hall program, and if we could attract more capable young men that would be one job in our training program.

We also thought that we should offer these so-called part-time young men, who may be getting doctors' degrees in English or psychology, or some other field, but who are working residence halls -- offer them on the job training both of an academic nature and an informal nature that would prepare them for work in residence halls or continued work in the personnel program. And that we should seek as a Committee and for the Association to upgrade the work in residence hall administration, to attempt a job enlargement program, and particularly to seek for increased salaries, and a sense of stature that the residence hall counselors have in order to attract this group of people we are going out for.

Finally, we would like to recommend to the Association that the Committee be continued; continued to gather facts, and after the collection of information and data to recommend a program of action to the Association. Thank you.

CHAIRMAN BLAESSER: Thank you. What is the pleasure of the group?

DEAN D. H. GARDNER (University of Akron): I move the adoption of the report.

... The motion was duly seconded ...

CHAIRMAN BLAESSER: Any discussion? Those in favor please say "aye"; opposed. The report is adopted.

Now we have the Committee to Cooperate with NAFSA. Dean Wray Congdon.

DEAN CONGDON (Chairman, Committee to Cooperate with NAFSA): Gentlemen, we were very fortunate in having as our representative from NAFSA this year Leo Dowling, one of our own number who knows the problem from both sides of the fence. We were also fortunate in having Dr. Edgar Fisher sit in with us. It was the feeling of the group that perhaps NASPA, both as a group and as individuals, is not as fully aware of what NAFSA is doing and how we might better cooperate in this general area of advising with foreign students as should be the case.

More specifically, the following suggestions came out of our conference: That we Deans have not caught the full import of what NAFSA is trying to do in international education, both through the work with foreign students, and through encouraging our own students in the field of international understanding, and perhaps travel and study experience abroad.

Second, we Deans should assert more positively a reaffirmation of the importance of these international services, educationally and culturally, for the foreign student as well as for the American student.

Thirdly, we urge our member institutions not only to maintain these present services in the face of the increasing demands ahead from the on-coming tide of greater enrollment, but to improve and expand these services as far as possible.

Fourthly, as an Association, we should become more familiar with and recognize the values of more of our member institutions affiliating with NAFSA and becoming recipients of the services, the excellent bulletins and the other information on personal problems, problems of the relations of the foreign students to government, ethnic problems, and social problems which these students face on our campuses.

In general, we felt that perhaps too many of our group were glad to appoint a foreign student advisor and then wash their hands of the problems; or perhaps too many of us were using the odd crumbs of our time to work in this field, which seemed to us to be a very important field because of not only the personal problems which so many of these foreign students have, but also

because of what they will carry back to their countries as to attitudes toward our country, toward democracy and so forth.

In general, we recommend the continuation of the Committee and hope that it will be more active and perhaps more effective in the future than it has been in the past. Thank you.

CHAIRMAN BLAESSER: Thank you, Wray. What action do you wish to take on this Committee report?

DEAN MYLIN H. ROSS (Ohio State University): I move the adoption of the report.

DEAN RALPH E. DUNFORD (University of Tennessee): I second the motion.

CHAIRMAN BLAESSER: Are you ready to vote? Those in favor please say "aye"; opposed. The motion is carried.

We now have the report of the Committee on Merit Scholarships. Dean Arno Haack, the Chairman, has been unable to come, and Clarence Deakins will report for the Committee.

DEAN DEAKINS (Committee on Merit Scholarships): The Scholarship Committee met for lunch with Dr. John Stalnaker, the President of the National Merit Scholarship Corporation. He presented to us information regarding the operation of the program since last year, and suggested several problems on which he requested our consideration. Although no public announcements are ready to be made, it would appear that the pattern of concentration of colleges selected by the winners has not changed from last year. The Corporation has given earnest study to ways and means of changing the situation but have found no solution to the problem that would not create more problems. It would appear that the better known institutions will continue to receive a large proportion of these scholars.

Dr. Stalnaker reported that many students paid the \$1.00 fee and took the tests even though they failed to qualify in the upper five per cent of their high school class. A number of these students will ultimately be selected winners. The competition reduced the total number examined to 7,200 finalists and ultimately 800 plus winners.

Winners are chosen on the basis of their test scores, rank in class and the absence of any negative statements in their high school recommendations.

The Corporation has required the student finalists to select their college by February first. They are not permitted to change colleges after that date, except in very unusual circumstances, and continue to receive the Merit Scholarship.

Dr. Stalnaker reported that a proposal was under consideration to send to the colleges the names of the 7200 finalists who had indicated an interest in their particular school. This would permit the colleges, if they so desired, to make contact with these students even though they do not become winners. The Committee could see no serious objections to this proposal and indicated their approval to Dr. Stalnaker.

Another proposal is under consideration to give the preliminary screening test during the latter part of the spring semester rather than in October of the senior year as at present. This proposal would require college counseling early in the junior year in high school, if not sooner. The Committee also approved this proposal.

The National Merit Scholarship Corporation is making studies of these exceptional young people and will continue to follow them in their college careers. A study of those who were not winners but were considered finalists showed that 99 per cent of this group entered college and in general selected the same pattern of colleges as did the winners. Sixty-three per cent of the winners selected nineteen colleges, and forty-six per cent of the Certificate of Merit winners, (runners-up) selected the same nineteen colleges. It is difficult to generalize on these facts but it may mean that the better colleges have more scholarship money and use it more wisely in the selection of their winners than do the others.

Another study of the men winners concerning their extra-curricular activities in secondary school showed that some form of church activity led the list with forty-seven per cent. The other types of activity in rank order were: school paper, 42%; music, 36%; athletics, 34%; student government, 27%.

The follow-up of these young people will provide interesting and valuable research data for all of us. We expressed our deep interest in receiving the results of their continuing studies.

The responsibility of the Committee has been extended by action of the Executive Committee to include consideration of all forms of financial aid to students. This promises to offer the Committee a stimulating and challenging opportunity for future

service. Thank you.

CHAIRMAN BLAESSER: Thank you, "Deke." Your pleasure in regard to this Committee report?

DEAN HOCUTT: I move its adoption.

... The motion was duly seconded ...

CHAIRMAN BLAESSER: Those in favor please say "aye"; opposed. The Committee report is accepted.

This might be a good chance or a good break between Committee reports and Commission reports to hear from your newly elected President Don DuShane as to the members of his Executive Committee. Don, will you enlighten us. (Applause)

PRESIDENT-ELECT DONALD M. DuSHANE (University of Oregon): I would like to say a few things besides introducing the new members of the Executive Committee to you. I would like to say that in the history of the human race there have been no times in which the world was more in a state of flux, in which men had less knowledge about what the future held for them than is true of our civilization today. We do know only that the years ahead of us on earth are dependent as never before on the wisdom of an educated citizenship, steeped in the kind of values we have been talking about here at this meeting. We know, too, that this is the kind of person we student personnel deans are concerning ourselves with producing.

I say I know that about history. I know this about the men I have known in my life. There is no group of men anywhere whose approbation I prize more highly, or for whom I feel more genuine respect and deep affection than you men here in this room. Thank you. I am honored and privileged to serve with you in these times and in this Association.

I would like to introduce -- this is kind of silly -- Ted Baldwin (would you stand up?) as the first hold-over member, ex-officio, becoming new in that capacity.

PRESIDENT BALDWIN: We won't blame this on you. (Laughter)

PRESIDENT-ELECT DuSHANE: Tom Broadbent, University of California at Riverside. (Applause) Al Cameron, Lawrence College. (Applause) Mayne Longnecker, Southern Methodist University. (Applause) Phil Price, Clarkson College of Technology. (Applause) Les Rollins, Harvard Graduate School of Business Administration.

(Applause) Vic Trusler, Kansas State Teachers College. (Applause)
And Vic Yanitelli, Fordham University. (Applause)

Now the first piece of business I have to inform you gentlemen about, and also the newly elected Officers who were introduced this morning, we would like to have the first meeting of next year's Officers and Executive Committee immediately upon your return here tonight from the session over at Raleigh, in room 1219. Thanks, Bill.

CHAIRMAN BLAESSER: Thank you, Don. We will even accept his introductory comments without a motion. While you are close here, would you like to report on the Commission on Principles and Professional Ethics? That will save you a walk.

PRESIDENT-ELECT DuSHANE (Chairman, Commission No. II): Thanks for the break. (Laughter) This is really a two year report from this Commission because we had difficulty getting together for sessions at Berkeley.

This Commission No. II was created at the St. Louis meeting in 1951, and in the following year worked out largely under the leadership of Maurel Hunkins and Dean Newhouse a statement of principles adopted in Colorado Springs in 1952, which has been in recent years printed in the front of our proceedings. This statement of principles is designed to interpret and to make recommendations about the nature of the professional relationships we hold; or to put it differently, to clarify the role of student personnel administration in our minds, in our institutions, and to provide assistance to our members in developing effective programs.

In 1955, at the Purdue Conference, Don Gardner made a review, as I have just done, of what had gone on before, and what he had to say led to the reactivation of Commission No. II. Don said then, two years ago, that the philosophy and the functions of personnel work were pretty well defined by the statement adopted at Colorado Springs and that they had been generally accepted, but that the remaining question was how to administer these functions. He pointed out that there was wide diversity of practice; that we gave, or at least let people assume an impression of confusion of thought or possibly even an intentional avoidance of responsibility. And he raised questions as to the large number of variations in size, in staffs, in titles.

He summed this up by recommending that the student personnel program be entrusted to a single administrative head;

that this single administrative head be directly responsible to the chief executive of the institution, entrusted with rank and responsibilities equal or equivalent to those of the heads of the academic departments, the business office, and, where it existed, public relations. And that the entire student personnel program should be his final responsibility. This was recommended by Don to the Purdue meeting and accepted by us at that time.

In the following year, in another connection, I made a survey of titles and found that there was far less variation than had been true even a very few years before. I checked, starting with the Pacific Coast Conference, Big Ten, Ivy League, and so forth other parts of the country, 57 different institutions. This happened to be 57 different varieties, not intentionally picked. And in that 57 only 3 did not use the title of Dean. There were variations on this -- Dean of Student Life, at the University of Texas. However, the great majority were Deans of Students and Deans of Men and Deans of Women. Only 3 out of the 57.

Just this morning I started checking our own registration. I went through all of the persons who are or could be called Deans of Students in the A's, B's, C's and the D's before I found in the E's a Director. So at least there is less confusion there than there was before.

The historical part then behind us, let me indicate that this year's Commission recognizes that the entire Conference theme in a way has to do with our professional and ethical responsibilities. During yesterday's panel, I was listening to the students up here, and I developed a new definition of Personnel Dean: A student-minded or student-oriented faculty member who has administrative responsibilities. This puts us squarely in the middle of students, faculty members, teaching faculty members, and the administrative faculty members. Our role in the center is to serve as interpreters or catalysts in relation to the fundamental functions of a college or university; a center position where we must be, in effect, custodians of the best interests of all; maybe in a way the cohesive element in the institution.

Then I came to the word "cohesive," and I thought maybe that is why sometimes things get a little sticky for us, because we are on the spot so much. (Laughter)

Then I remembered a personal prescription for those of us who are on the spot; and that is a concoction which I like to call "the drink of Deans." Two parts Pepsi Cola and one part Energine. It not only hits the spot but it wipes it out. (Laughter)

This year the Commission has initiated a review of the statement of principles which we conceived to be a living sort of statement, adaptable to our developing concepts of responsibilities, and moreover, Commission II recommends to the Association that for each Annual Conference hereafter a person be designated by the Commission to speak briefly -- we thought ten minutes or so -- at a General Session, calling attention to ethical problems arising from our practices and procedures, taking with all of us a fresh look at what goes on in our student relationships, our regard for the long term best interests of our staffs, our responsibilities to other institutions, and to NASPA, this in continuing recognition of the theme of the 1957 Conference.

I make that recommendation to you for Commission II.

CHAIRMAN BLAESSER: Thank you, Don. Could we have a motion to accept this report without the "spot remover"? (Laughter)

DEAN MAUREL HUNKINS (Ohio University): I move the acceptance of this report.

... The motion was duly seconded ...

CHAIRMAN BLAESSER: Any discussion? Those in favor please say "aye"; opposed. The motion is carried.

We have a double-barreled report now to some extent from Dean Winbigler, Chairman of the Commission on Professional Relationships. You will recall, the program noted that there would be a report on the 1956 recommendations of Hal Cowley. I believe that Don will be including some reference to that in his Commission report. Dean Winbigler.

DEAN H. DONALD WINBIGLER (Stanford University, Chairman, Commission No. I): Chairman Bill, when you referred earlier to your inability to produce here a good, thick North Carolina accent, I was very sympathetic. Jack Clevenger and I, who were travel mates to the Conference, thought we would be precocious and secured a little coaching. We appeared before a man whose past experience should make him an authority. He told us we were entirely wrong in pronouncing the name of our fair host city, "Dur-am." He said it is "Dur-um." We accepted this and practiced all the way from Pullman, Washington, only to get off the plane, board the airport bus, check our intelligence with the driver of the airport bus, and he said we were both wrong; it was "Dur-ham." (Laughter) So we gave up.

Most of you know that Hal Cowley at the Conference last year, in a paper entitled "Student Personnel Services in Retrospect and Prospect," made a recommendation or possibly a couple of recommendations. They are contained in the following excerpts from his paper:

"My proposal is this: That this Association in cooperation with any or all of the other 15 in existence which care to join with you, undertake the establishment of an agency to serve all higher educational personnel workers who are willing to spend a few dollars each year. For a modest fee the agency could put on the desk of every subscriber, every week, a four page letter-sized communication -- something like the Kiplinger letter, which probably some of you read. Its essential function would be to keep student personnel people in touch with major activities and thought of their field. Some of the letters would include only succinct news items. Some would report one or two conspicuously important events, and some would give brief abstracts of leading articles and addresses. Some would be entirely devoted to epitomes of outstanding books; and some would review all important research completed."

In a later section of his talk he said, "One further thought. The policy making body of the agency could act as a kind of general staff for college and university student personnel work; and in any case, its sessions would be a meeting place, a sort of forum for the leaders of the units now organized nationally and participating in promoting the operation. You urgently need some such a forum, regardless of whether the weekly newsletter and the clearing house ever become realities."

Your Commission No. I has studied this proposal very carefully and has concluded that there are some basic steps which are necessary and important before Cowley's proposal of the newsletter is enacted. These basic suggestions are incorporated in our formal report.

The Commission at this Convention has been somewhat handicapped by the fact that we were missing four of our regular members; Harry Grace, Arno Haack, Clif Houston, and Bob Strozier were all unable to be here. However, the other members more than made up for their absence, I think; Clarence Deakins, Glen Nygreen, Dick Trusler, and Vic Yanitelli. And in addition, we would like to give public recognition to other volunteers who worked with us, particularly Jack Clevenger who stayed with us throughout all of our sessions; to Bill Blaesser, Lou Corson, Don DuShane, and Bob Shaffer. I must admit here that when we recruited Don and Bob we

did not have advance intelligence of the fact that they were to be President and Vice President-Elect, respectively. But perhaps this is an example of the intuition which blessed the efforts of this Commission.

Our formal report is as follows: Commission No. I has concerned itself with the proper relationships of NASPA with the entire range of agencies and organizations in the world of higher education. In 1953 it noted, "We are in one way or another, in our concern for personnel administration, related to the entire structure and organization of higher education." That is quoted from the report in the proceedings of 1953, page 116.

On the basis of its analysis of the broad sweep of its assignment, the Commission has made recommendations to the Association regarding means of increasing the effectiveness of relationships of the Association with organizations in five different classifications as follows: First, agencies concerned with educational administration in general. For example, the American Council on Education, and the United States Office of Education. Secondly, associations concerned somewhat more specifically with administration of higher education, but still comprehensive in character. For example, the Association of American Universities, the Association of American Colleges, and regional accrediting agencies.

Third, a group of organizations thought of as parallel to NASPA in the scope of administrative responsibility. For example organizations of Academic Deans, and College and University Business Managers. Fourth, organizations concerned directly with student personnel and its various aspects. Fifth, organizations of students. For example, the National Student Association.

Now, a number of these recommendations have been translated into action, and with favorable results. As examples the works of the following could be cited: The Joint Committee on Student Discipline, Principles and Procedures; the Committee for Work in Cooperation with the American Council on Education; the Committee to Work with the American Institute of Architects on housing for single and married students; the Cooperating Committee with the United States National Student Association; Cooperating Committee with the National Inter-Fraternity Conference; the Committee to cooperate with the National Association of Foreign Student Advisers; Commission No. V, on the Relationship with the Field of Social Sciences; and finally, the Liaison Committee with the National Council of College Fraternity Secretaries.

Other recommendations, although not resulting in direct action, have served to clarify issues and problems.

Now, the members of the Commission as presently constitute have noted, especially, the wide participation of representatives of kindred associations in NASPA Convention programs, as exemplified by the general session of this Convention on Monday morning, April 8. Also, the representation of NASPA at meetings of 19 other associations as reflected in the report of the Secretary, June 1, 1956 to April 1, 1957.

The Commission believes that the growth of the relationships with the above named professional associations is in accord with the scope and purposes of NASPA.

Here I hope I may be forgiven for digressing for a moment to recall the story of the professor who was attempting to explain the philosophy of limits. He was not getting very far, so he thought perhaps he would do well to personalize this a bit. He turned to Bill Jones who was in the first row and he said, "Now, Bill, if you went to see your girlfriend, and you stood in the front door of the parlor and she was sitting on the sofa on the opposite side of the room, and it was your purpose to go over and sit beside her, before you could get to her, of course, you would have to pass half the distance between the door and the sofa, wouldn't you?" And Bill said, "Yes." "And then, of course, after you had gone that far you would have to cover half the remaining distance?" And Bill said, "Yes." "And then there would be half the remaining distance?" And Bill said, "Yes," a little less confidently this time. "And so," the professor said, "you really never could get to her because there would always be half the remaining distance?"

Bill thought for a moment, scratched his head and said, "Professor, I can find no flaw in your logic, but if you will excuse me, I think I could get close enough for all practical purposes." (Laughter)

Your Commission apparently does not feel we are close enough for all practical purposes; therefore, the Commission further believes that NASPA now has the opportunity to assist in the extension of these relationships for mutual benefit. To this end the Commission respectfully recommends that the Executive Committee and the Program Committee consider for inclusion in programs for annual meetings special interest sections, such as items of mutual concern to NAFSA and NASPA, involving progressively in successive years other allied professional associations. In the

realm of the Commission's overall responsibilities, we believe that there is need for a more penetrating and exhaustive analysis than has heretofore been possible of the purposes, functions, programs and activities of professional associations dealing with the various aspects of student personnel services in colleges and universities.

It is suggested that this study can best be made through cooperative efforts of representatives of the association concerned. Toward this end, the Commission respectfully recommends the following:

1. That this Association cooperate with ACPA and other appropriate associations in the establishment of an inter-organizational commission to consist of representatives of professional associations dealing with student personnel services in colleges and universities.

I will here mention that you are informed that ACPA has been working for some time on a similar proposal, and we know of their deep interest in a project of this sort. It will not be difficult, I suppose, for you to surmise as to the source of our information.

2. That the objectives of the Commission be as follows:

- a. To examine the purposes, functions and accepted responsibilities of each association.

- b. To identify the areas of professional interest which are common to two or more of these associations.

- c. To identify the professional interests which are peculiar or particular to each association.

- d. To examine already existing and formerly structured inter-relationships among and between the associations.

- e. To define the informal operational relationships which exist through individuals outside of organizational structure.

- f. To identify the areas most appropriate for mutual and cooperative efforts among these associations in improving student personnel services.

- g. Finally, to identify areas which should be

regarded as reciprocal in terms of mutual service.

3. The third major recommendation is that the findings and recommendations of the Commission be referred to the Executive Committees of the cooperating Associations for their consideration, and for the formulation of recommendations for the extension of cooperative endeavors.

4. That after an appropriate interval, the Commission reconvene to consider the reactions and the recommendations of the several associations, to establish a statement of common agreement in regard to functions and relationships, and to formulate programs of action and study, leading to more effective service by these Associations to colleges and universities and their students.

5. That the Executive Committee of this Association approach officers of cooperating associations with the purpose of forming a committee to plan for implementing this recommendation and financing the work of the proposed commission.

Mr. Chairman, I move the adoption of this report.

... The motion was duly seconded ...

CHAIRMAN BLAESSER: Thank you, Don. We have a motion and a second. Any discussion? Those in favor please say, "aye." Opposed. The motion is carried.

DEAN STONE: Chairman Bill, it seems to me this might be an appropriate time for me to volunteer to make an unsolicited and uncalled for report having to do with that which we just now heard.

CHAIRMAN BLAESSER: Won't you come up here, Hurford? Anything unsolicited should be up here. (Laughter)

DEAN STONE: Thank you. Chairman Bill, President Ted, President-Flect Don: On March 29, 1957 it was my privilege to carry out a mission for President Ted Baldwin and this Association, along the lines that have just been discussed in glittering generalities by my predecessor on this platform, namely, the relationships of this organization to one other distinguished one in our field. That organization might be known as NAWDAC. May I explain that by saying that, it is the National Association of Women Deans and Counselors.

I addressed those Deans of Women in San Francisco a

week ago last Friday morning. I prepared and delivered a scholarly and profound address which extended over a period of six and one-half minutes. (Laughter) In that address I made five or four major points which I thought I should bring before you today, to get away from glittering generalities, and get down to specifics at sometime during this Convergence. (Laughter)

The first thing I told those women was that every other member of our Association of the Deans Association, Deans of Men and Deans of Students, would envy me the opportunity I had on that Friday morning of speaking to 600 Deans of Women on an occasion when not a single one of them could talk back. (Laughter)

The second thing I told them, in preparation for Dean Winbigler and Dean Clevenger's later appearance on their program, and to lay an excellent foundation, an atmosphere for their presentations, was that I knew of nothing at all in the field of student personnel work that men did that women could not do just as well or better. I suggested by way of cooperation and combination and coordination that we form a new association combining ours with the Dean of Women's Association, and we call this new Association NASPA and MA. (Laughter)

The final point I made in this somewhat brief, but nonetheless scholarly address (laughter) was this, that if the Deans of Women and Deans of Men needed any evidence of the need for cooperation and for a united front, that we had but to look to the current college humor magazines, where both masculine and feminine deans alike are pictured as the essence of opposition to all that students and other normal people enjoy. (Laughter)

Thank you very much. (Applause)

CHAIRMAN BLAESSER: Thank you, Hurford. I wonder if we want to go on record as preparing a resolution for NAWDAC, or NASPA, thanking them for their wisdom in inviting Hurford to present the report.

DEAN WINBIGLER: May we suggest that we appoint Hurford as a committee to work on this common front that he referred to? (Laughter)

DEAN STONE: By way of one word of rebuttal, Don referred to the fact that he and Jack Clevenger flew in here from the woods of Washington. They were on the same panel in

San Francisco. They flew into the woods of northern Washington. They flew back here together. They have been walking around here, hand in hand together ever since, in mortal fear that they would meet a woman dean. (Laughter)

DEAN WINBIGLER: Hurford left town within three minutes after he finished his address. (Laughter)

CHAIRMAN BLAESSER: He took to drink, not to the woods, huh? (Laughter) Well, let's move on, (Laughter) to something called Development and Training, which we assume women need as well as men, but I think this is Commission III, for this particular organization. Dean Bob Shaffer, Chairman of Commission III.

DEAN SHAFFER (Chairman, Commission III): I might preface my remarks by saying Commission III has found out that if you can just live with the women deans during our seminars it solves a lot of our problems. We have gotten acquainted with some very charming and delightful women deans, which the members of this Association have been keeping buried for several years. They would not let us meet them.

We also met many fine, beautiful wives in these series of seminars, which has led the Commission as one of its recommendations, to recommend to you all, if you cannot get away, at least send your wives to the seminars. We enjoy them. (Laughter)

My report will be very brief, and most of you in the audience know what we have been doing, because you participated in some of these seminars. My job during the past two years has primarily been to carry on the work that Les Rollins started several years ago, and Jack Stibbs and John Hocutt really laid out.

As you all know, we have had two national seminars, at Harvard and then the first regional seminar was down at Texas just about a year ago. It will be a year ago, plus two weeks. At that seminar we had approximately 30 to 35 deans, including some women.

The primary activity of Commission III since the Berkeley meetings of the National Association of Student Personnel Administrators in June, 1956 has been to sponsor the second regional seminar in student personnel administration held at Purdue University, August 12-18, 1956. There were

76 participants representing 53 colleges in 15 states in this seminar, including 10 wives who comprised a wives section. This was Chaired by O. D. Roberts.

The third regional seminar in the current series of four was held at the Highlands Inn, Carmel, California, from March 25 through March 31, 1957. There were 56 participants in the seminar, mostly from the western part of the United States. They came from seven states and represented 42 institutions. I must admit, I did not get out there. It is a source of great regret. The nicest trip of the bunch, and my institution suggested I stay home and work for awhile. (Laughter)

Additional activity of the Commission consisted of setting up the fourth and last regional seminar of the series which will be held at the University of Pennsylvania from August 4-10, 1957. Paul Voder, who is George Peters assistant, is serving as local arrangements chairman, and it appears that this will be a very popular one, and certainly will be the largest of the seminars.

At the present time, there are 76 regular participants listed for the seminar as well as 39 repeaters who have signed up for a repeaters section. The Commission is providing partial scholarships to 20 repeaters and the remainder are coming at their full expense.

Several of you here have talked to me that you are going to send your names in. I urge you to send your names in promptly, your names or the names of those on your staff who plan to come, because it may be that we will have to close down. I do not know what kind of staff we can get from the Harvard people, but we have unlimited housing. So get your names in early and get the seminar on your vacation schedule.

The housing will be in the University of Pennsylvania dormitories, and we will eat in the Commons with some sort of meals. The cost will be quite moderate for this value received. We estimate it will cost \$50 to \$55 for board and room for the week. Thus, the Commission would like to encourage all members of NASPA who have not previously had the opportunity to participate in one of these seminars to make every effort to attend this one.

The remaining activity of the Commission for the year resulted from the meeting of several Commission members in conjunction with the Purdue Seminar in August of 1956. This activity has consisted of drawing up a proposal which has been

presented to the Institute for College and University Administrators of the Harvard Graduate School of Business Administration and then through it to the Carnegie Corporation of New York for a grant to continue work with the use of the case study method in training lower level staff members on the student personnel staff and in the training of student leaders. By lower staff members we mean residence hall staff, activities counselors, half-time graduate students and so on, and also the training of student leaders.

Plans for future activities include the establishment of a consultative service in which the Commission would act as an informational and booking agency, the holding of annual or possibly bi-annual seminar specifically designed for new student personnel administrators, the development of an association library of cases which could be used in staff training, and assisting the establishment of internships for younger student personnel workers.

The Commission would welcome suggestions and comments from the members of the Association at any time.

I move the adoption of this report.

... The motion was duly seconded ...

DEAN ZILLMAN: Bob, did I understand you to say you had some case studies worked up and available to any of us who wanted to send in for them? Or is that what you hope to do?

DEAN SHAFFER: It is a proposal for the future. As a repeater, you will shortly receive a letter saying that as one of your tickets for coming to the section, you have to write up a case, and we hope to use the services of the people advising us, and then these will be available for training later on.

What has happened in the past, of course, has been that to build a case properly has taken so much work that we have not a wide enough variety for all the situations necessary for this lower level staff particularly.

Practically all of the cases have been aimed at administration per se at a little higher level than these part time people would really be faced with. A situation with which they would be faced.

Any other questions? Any questions about the August Seminar? I do urge you to participate, because right this minute all that Commission III can hold out in the way of these very valuable seminars is that this will be the last one. We hope not, but it is the last one scheduled in the current series of four. It will be the last week of August, at the University of Pennsylvania.

DEAN NYGREEN: Would you make some comment about the August seminar?

DEAN SHAFFER: Ed Williamson is having a seminar August 11, evidently from the 11th to whatever the following week would be, in which Bob Mari of Harvard will be represented with others. This seminar will attempt to introduce the use of the case study method with representatives from the various behavioral sciences as a method of training student personnel administrators. Several of you have been invited to that. This was cleared with us, and in no way conflicts with our program, and the dates were set so it would not conflict but would enable some people to attend both if they were able to get away that long. Any other questions?

CHAIRMAN BLAESSER: Thank you, Bob. You made a motion for adoption. We had a second. Any other discussion? Those in favor please say, "aye." Opposed. The motion is carried.

I might just mention, in reference to the program, T. R. McConnell, who is known to very many of you, will be one of the people there, feeding in content from his own researches in higher education and his own program, and then A. Donald Pelts, from the Michigan Institute of Social Research, I believe it is called, will feed in some material on his survey approach.

I would just like to add a thoroughly gratuitous comment, having had nothing to do whatsoever with this particular training program, initiated by NASPA. I think there is not any question but that this is the most significant development in the training of student personnel administrators that we have ever had, and I think the people who have worked with this from the very start, Les Rollins and others, deserve a world of credit for getting this rolling, and I hope that some good foundation will keep it rolling beyond August.

Commission IV, Program and Practices Evaluation. I understand that Dale Faunce is not here, but Fred suggests that Dean Smith may be here and may know, or may have Dale's report.

Is that correct? Or is there someone else on that Commission who has a report to make? Don Gardner, you are looking innocent. You are on that Commission. Don't you have something to say?

DEAN GARDNER: Mr. Chairman, so far as I know, the damn thing never met. (Laughter) When I saw the program, that was the first knowledge I had that I was on it. So I move the report be accepted. (Laughter)

CHAIRMAN BLAESSER: Do you want to accept the damn thing? (Laughter)

DEAN WINBIGLER: I move we table the motion. (Laughter)

CHAIRMAN BLAESSER: I will so order, without regard for Mr. Roberts. (Laughter)

Let us move on then to Commission V, the Relationship with the Field of Social Sciences, and I understand that Dean Clifford Cravens has that report to make. Is that another invalid assumption of mine?

DEAN GARDNER: Mr. Chairman, may I ask if I am on that? (Laughter)

CHAIRMAN BLAESSER: Yes, you are, Don. (Laughter)

DEAN GARDNER: Nobody tells me nothing. (Laughter)

CHAIRMAN BLAESSER: Let us go after Tom Broadbent. Is Tom here?

SECRETARY TURNER: Mr. Chairman, Vice President Piskor was unable to come because of serious illness of his wife, and that happened very late in the planning of the program, and I know a letter was written to Cliff in regard to any report to come. That was at Frank's suggestion. But I am quite sure that Cliff did not get the letter before he might have left to come to the meeting. So this is one of these emergencies that comes along due to illness in the family, and Frank just did not dare leave.

PRESIDENT BALDWIN: Mr. Chairman, possibly that report could be filed when it is received and sent in.

CHAIRMAN BLAESSER: All right.

PRESIDENT BALDWIN: We can accept it upon receipt.

CHAIRMAN BLAESSER: All right, we will accept it upon receipt. May the Chair so order.

Let us move on to Commission VII, the Place of Organized Religious Activities in Student Personnel Services, Dean McLeod.

DEAN McLEOD (Chairman, Commission No. VII): No report. The Commission has not met at this Conference because of the inability of several members to attend. The report would have incorporated much of which was presented in the speech of this morning.

CHAIRMAN BLAESSER: And that speech was gratefully accepted, so we do not have to take any action now, right.

This completes the Commission reports, and now I would like to return the meeting to President Baldwin and Secretary Turner for other good things to say.

... President Baldwin resumed the Chair ...

SECRETARY TURNER: I am very sorry to announce that Shorty had a telegram just before we met this afternoon, telling of the death of our good old friend Albert Zumbrunnen, down at Southern Methodist University. No details at all, just the word that he had died. He was still teaching, wasn't he, up at some teachers' college in Missouri? Wasn't he still teaching up there?

DEAN LONGNECKER: This is the second year that Zum had not been teaching. He taught for five or six years after his retirement, and taught religion up at his Alma Mater in Missouri. The last year and a half he has been living at the old home in Dallas, adjacent to the University. We knew about six weeks ago when they ran one of these exploratory operations on him, that it was an inoperable malignancy, and, gentlemen, much as I love Zum, I am awfully glad that it came, because it looked like one of these long, lingering affairs with a great deal of pain and agony.

PRESIDENT BALDWIN: Are there any matters that anyone has to bring up? We would like to have a report from Ed Cloyd, to give us some information as to where we move from here, to Raleigh this afternoon, and while he is giving the report, you might consider whether you have any questions you would like to ask so that you can bring them on the floor. We have a little time. Ed Cloyd.

DEAN CLOYD: There will be sufficient buses to take care of everybody, and we hope that as many of you as will, will go on buses rather than your own cars, because we are going to try to take you into Raleigh in a way in which you will get some little view of the city itself, and then around the campus before we land at the College Union.

If you do go in your own cars, and get out into the city of Raleigh itself, in order to get from there to the College, you take Hillsboro Street, which is the main street and you will not have a bit of difficulty in locating the college and the Union. But we are anxious, if we can, to lead you around into Raleigh and back to the Union in such a way that you will get a little idea of the city as well as the campus. We want to leave promptly at four o'clock, and we hope everyone of you will go with us on that trip.

PRESIDENT BALDWIN: Thank you, Ed. This is an informal dinner, so if you did not bring your tuxedo, do not go out and rent one. You won't need one for tonight, is that right, Ed?

DEAN CLOYD: Informal, yes.

PRESIDENT BALDWIN: We have a report here from Fred, who has a couple of comments to make on the procedure here.

SECRETARY TURNER: No, I have a letter, if you are ready. Maybe somebody has something from the floor though. This can come any time.

DEAN DUNFORD: I have a question that I would like to ask on this Merit Scholarship. I understand this was somewhat like last year, 82 per cent of the scholarships went to the private institutions. Is that about what we may expect this year?

DEAN DEAKINS: All the facts we have is that the distribution followed almost identically the pattern of last year.

DEAN DUNFORD: Thank you.

PRESIDENT BALDWIN: Any other questions? What is that deadline date after which they are not to change? Is it April 1st?

DEAN DEAKINS: February 1st.

PRESIDENT BALDWIN: Are there any other questions or comments? Fred, we are ready for your letter.

... Conference announcements ...

PRESIDENT BALDWIN: Are there any other comments or questions? Is there anything else to come before the meeting?

ASSOCIATE DIRECTOR TRUEBLOOD: Do we meet downstairs in the lobby at four o'clock?

PRESIDENT BALDWIN: We leave from in front of the hotel at four o'clock, that is right. The Executive Committee will meet upon our return from Raleigh tonight, in Room 1219.

SECRETARY TURNER: I think Brother Yanitelli was not here, and there were two or three others who were not here. Is Don Dushane in the room? Maybe he can read them again.

PRESIDENT BALDWIN: This is Vic Yanitelli from Fordham who is one of the members of the Executive Committee. (Applause) Were there any others missing? Dean Broadbent? Al Cameron, did he come in? Mayne Longnecker, Phil Price, Les Rollins. I guess you know Les Rollins. I saw him over there somewhere, And Dean Trusler.

SECRETARY TURNER: George just came in and said he is ready to report for the Resolutions Committee.

PRESIDENT BALDWIN: Well, we are running on a good schedule. George, would you like to report for the Resolutions Committee? All right.

DEAN GEORGE P. PETERS (Chairman, Committee on Resolutions): It might be appropriate to tell this story, because it might be appropriate to my situation and the dispatch with which the Committee got out the resolutions.

A farmer was having a particularly difficult time helping his cow give birth to a calf, and after two hours of struggle, it was a breach birth. Finally he got all the legs untangled and got the calf out and it seemed to be in good shape. He started to clean the calf off, and he felt a tap on his shoulder. Here was a neighboring youngster, and the little boy said, "Say, can you tell me how fast that calf was going when he hit that cow in the rear end?" (Laughter)

Mr. Chairman, I wish to express appreciation for the splendid cooperation of the members of my committee in the formulation of this report.

RESOLUTION NO. 1

BE IT RESOLVED: That the Conference express its appreciation:

A. To the Committee on Conference arrangements, and particularly to its Chairman, Dean Cloyd, for their hospitality and personal attention to the details of the Conference, all of which has contributed to a successful convention and enjoyable time on the part of the delegates. In behalf of the wives, appreciation is also expressed to Mrs. Cloyd and members of her committee for their program and entertainment.

B. To the management of the Washington Duke Hotel and all of its employees, we express our deepest appreciation. Their services and interest in the material welfare of the convention and comfort of the individual delegates deserve public commendation.

C. To the Durham and Raleigh newspapers for their splendid publicity and coverage of the Conference.

D. To the Durham Merchants Association for their cordial welcome to the members attending the Conference.

Mr. President, I move the adoption of this resolution.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye." Opposed, "no." The motion is carried.

DEAN PETERS: Resolution No. 2:

BE IT RESOLVED: That the delegates to the National Association of Student Personnel Administrators express their appreciation to President Baldwin and the members of the Executive Committee for their leadership, guidance, and untiring efforts in the direction of this Association during the past year.

Mr. President, I move the adoption of this resolution.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is so ordered.

DEAN PETERS: Resolution No. 3:

Whereas, this Association has been fortunate in having as its Secretary a man who embodies all of the traditions, the hopes, and aspirations of NASPA, and who was honored, during the past year, by the National Interfraternity Conference as the recipient of the Gold Medal Award for distinguished service to youth through the American College fraternity.

Whereas, he has continued to give leadership to the development of the Association with untiring devotion, be it

RESOLVED: That NASPA express its deep felt gratitude to our Secretary, Fred H. Turner, and his staff, especially Miss Hazel Yates.

Mr. President, I move the adoption of this resolution.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is so ordered.

DEAN PETERS: Resolution No. 4:

Whereas, it has been reported during the year that death has taken away from our Association three of our members, namely:

Dean Albert C. Zumbrunnen, Southern Methodist University
Dean Raymond Aylsworth, Eureka College
Provost Samuel T. Arnold, Brown University, be it

RESOLVED: That this convention stand in one minute reverence of their memory and silently recall their long and eternal influence upon the development of personnel services to higher education.

Mr. President, I move the direction of this Memorial Service.

... The motion was duly seconded ...

PRESIDENT BALDWIN: With that, we shall stand.

... The assembly arose and stood for one minute of silent tribute ...

PRESIDENT BALDWIN: Gentlemen, be seated.

DEAN PETERS: Resolution No. 5:

Whereas, the program of this Conference has been greatly assisted by a number of key addresses, all of which have contributed to the thinking of all of the delegates, be it therefore

RESOLVED: That the Secretary be directed to write a letter of appreciation from the Conference to:

Doctor Herbert J. Herring
Dean James C. McLeod
Dean Scott H. Goodnight
Doctor Dana L. Farnsworth and his program associates.

Mr. President, I move the adoption of this resolution.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is so ordered.

DEAN PETERS: Resolution No. 6:

RESOLVED: That the Association express its sincere appreciation to the Bulova Watch Company for its generous contribution of funds making it possible for the Association to strengthen its program by securing outstanding speakers and other participants.

Mr. President, I move the adoption of this resolution.

... The motion was duly seconded ...

PRESIDENT BALDWIN: All those in favor say, "aye."
Opposed, "no." It is so ordered.

DEAN DUSHANE: President Ted, did the previous resolution make reference to the students who were on the panel yesterday afternoon?

PRESIDENT BALDWIN: No, I do not believe it did. It

has been suggested that the students who took part in the panel yesterday be included in this resolution of expression of appreciation. May we have that included in the report?

DEAN PETERS: That is accepted by us.

PRESIDENT BALDWIN: It is accepted, and we will consider it written into the report.

DEAN PETERS: That concludes the report of the Committee on Resolutions, Mr. President.

PRESIDENT BALDWIN: Thank you very much, George. With that, unless there are further announcements, we stand adjourned.

... The Conference recessed at three o'clock ...

ANNUAL BANQUET

Tuesday Evening, April 9, 1957

The Banquet Session was called to order at six-thirty, President Baldwin presiding.

PRESIDENT BALDWIN: Ladies and Gentlemen, the invocation will be given this evening by Dean P. H. Ratterman of Xavier University.

DEAN P. H. RATTERMAN, S. J. (Xavier University): Almighty and eternal God, we stand before Thee, our heads and shoulders bowed in humble recognition our human helplessness to fulfill the heavy responsibility you have placed upon us; for into our trust is placed each year the youth of our great nation. They are ours for a time to teach the spirit of godly living and truth, and to teach them the spirit of citizenship in Your kingdom on this earth.

It is our responsibility to form the loyalties of these young men and women. Into their young hands we must firmly press our nation's heritage of freedom and respect for human dignity. Into their young hearts we must pass our own deep faith; that to those who seek above all things Thy holy will to them will be given the fullness of peace and graceful living together in this world.

Above all, help us, O God, to direct the steps of those placed in our charge to the eternal home with Thee in heaven. Humbly we ask Thy blessing, eternal Father, that we might fulfill the trust placed upon us to these young men and women of our nation, to their parents, and most of all to Thee, through all our days. Amen.

... Dinner was then served ...

PRESIDENT BALDWIN: In the interests of saving time, we will begin the program for this evening while you are still having your dessert. We wish, first, to thank all the people responsible for this wonderful Conference we have had thus far, and for the very sincere and warm hospitality we have been shown. I also understand from the ladies that they have had a grand time for the last few days, thanks to Mrs. Cloyd. (Applause) We thank her for her gracious hospitality and for taking care of our wives while we have been busy in meetings, and we have been unable to see some of the sights they have seen. Many of the men, however, have had an opportunity to take

the trips to Duke and Chapel Hill, and now to Raleigh.

You probably have all heard the story, I am sure, which is the old one about our friend George Washington, who actually came from Texas. Whether you knew it or not, this is a fact. And while he was a young boy, his father was growing a mesquite tree, and things were going along in fine shape. But one day, unfortunately, the mesquite tree was down.

George's father called him in and said, "George, what happened to the mesquite tree?" George said, "Father, I cut the mesquite tree down. I cannot tell a lie." His father said, "George, get on your horse, we are leaving Texas. This is no place for you." (Laughter)

This leads me to the M.C. of the evening, none other than our grand "Shorty" Dean Arno Nowotny. (Applause)

... Dean Arno Nowotny, University of Texas, assumed the Chair ...

CHAIRMAN NOWOTNY: As Will Rogers once said, "This thing (referring to the microphone) is just like a spittoon. It ain't no good unless you hit 'em right, brother. (Laughter)

This idea of starting early was not Ted's idea but mine, so blame me, because we have lots of telegrams to read and a lot of introductions to make, and I thought you would enjoy hearing those while these young men make all the noise they want to. It is all right because you won't miss anything (laughter) and we will have all these introductions.

This story Ted told is one I was going to tell on Scott Goodnight when I introduced him, so that is kind of bad. You know, Texas is not a State; it is a state of mind. (Laughter) I admit that telling jokes about Texas is expected. It is always a statement of the expected when you least expect it that is the most unexpected. (Laughter) So I don't know what is going to happen up here tonight. I don't know myself.

There are several messages we have from members who are absent. Best regards from "Bud" Rea who is unable to attend, from the University of Michigan. And also another one addressed to our President:

"WISHING YOU THE FINEST POSSIBLE CONVENTION.
MISS BEING WITH YOU."

That is from Frank Piskor, Vice-President, Dean of Students of Syracuse University, and I believe he is still Chairman of one of our Commissions.

In making these introductions I know I won't do this as the Navy would do it or Secretary Dulles, but I am going to get everybody introduced, even though I may not get the ranks right. (Laughter)

... Introduction of Officers and Guests ...

CHAIRMAN NOWOTNY: I don't know whether I have them all or not. Mrs. Cloyd tried to train me to do the introductions properly, but that is all I remembered to do, lady. (Laughter) If I missed anybody it is too bad. (Laughter)

Eli Whitney invented the cotton gin, and I thought it was right in these parts. I asked one of the local citizens about it and he said, "No, they did not have the man who invented the cotton gin in these parts, but they did have the first man who said to his wife, 'Get your cotton-pickin' hands off my gin'." (Laughter) So if I do anything wrong tonight, you will have to forgive me. (Laughter)

With apologies to one or two people, I do think one or two Texas stories are always inevitable. (Laughter) They are unavoidable and expected. I don't think I have told you all the story about the old Texas farmer who lived way out in the country. He didn't have any TV, no lights, no phone, but he had a talking cow that was his pride and joy. One night the old lady got sick. If James Whitcomb Riley were alive he would have written a poem about this thing, sir. He would have. (Laughter) The old lady got sick, so he had to drive to town to get a doctor. On the way there he had a flat tire, and after he fixed that, he had engine trouble in the old car. He fixed that up, and finally he made it into town, woke up the doctor and brought him back to the farm.

When they arrived back at the farm they found that the old lady wasn't as sick as she had thought she was, and she said that she felt pretty good. So he drove all the way back into town with the doctor and drove all the way back. Just as he got back to the farm gate, the old alarm clock was going off, so he knew it was time to do the morning's chores.

He went out to the shed to milk the cow, and this talking cow listened to the farmer's tale of woe. The farmer said, "I haven't slept all night, and I'm tired and worn out." The

cow had tears running down her eyes after hearing the farmer's sad story, and the cow said, "I'll help you out this time. Just sit there and get a good hold, and I'll jump up and down." (Laughter) If that is not appropriate at Raleigh, an agricultural college, I don't know where it is. But anyhow, I want to apologize for that Texas flavor. (Laughter) You know, talking so long is a sign of old age. You had better try to hire some of these younger guys to get this job done in a hurry. I have a country boyfriend who said that it is a sign of old age when you begin to feel your corns more than your oats. (Laughter) And I am really in that shape. (Laughter)

On the way up here I was delayed in Atlanta. We missed connections, and I called up an old friend, and we went down to the airport to check my ticket. There at the airport was an old boy who had a bible under one arm and a suitcase under the other. We struck up a conversation with him and asked him where he was going. He said, "I'm going to New Orleans for the Mardi Gras. I understand that down there they have wild women and wild goings-on." I said, "But why are you carrying that bible under your arm?" He said, "I may stay over Sunday." (Laughter)

But it is great to be up here, and I believe all the dishes have been rattled around and I believe I have killed enough time, so can we get this podium up here so the speaker can have his podium?

I have a very happy privilege. We saw this college today as we took the tour of Raleigh, and we were all surprised that there were so many colleges in the Capitol City of this great state. We now have the privilege of presenting a group of young ladies, all sweethearts of Meredith College, who will entertain us at this time.

... The Meredith College Triple Trio then entertained the Conference with some very beautiful and delightful musical selections ...

CHAIRMAN NOWOTNY: I want to thank the young ladies from Meredith College. You know boys, Bob Hilliard and some of you bachelors, there are 800 of those gals out there -- although they have about 4,500 boys over here competing for all this beauty.

While they are getting this podium ready for George Davis -- George, you don't know it, but I'm getting ready to introduce you, boy. When you read your program you saw an address by an illustrious Dean Emeritus and a presentation, but by popular

demand there was a request that we have the gentleman from Indiana perform. You know, he is here tonight just like this whole Convention is here for only one reason, and that is to honor Ed and Mrs. Cloyd who have meant so much to each of us personally and professionally, and also to the Association. We want the last year that Ed is in business there as an active member of the Association -- of course, he will never retire from North Carolina or from us -- but we want him to remember this occasion.

We know that throughout the years the Purdue gang used to have a suite of rooms at every Convention and there would be Ed Cloyd and George Davis swapping stories and yarns. And when I am dead in my grave, I will roll over and chuckle when I hear that belly laugh of George Davis and hear some of Ed Cloyd's jokes. Maybe I'll have heard them for fifty years, but I'll still laugh at them. (Laughter)

There is one thing I want to say, and that is that every speech is double valuable when cut in half. I never heard a good long speech, and never heard a bad short one. One time in a little town I thought I made a good speech. As I was leaving the auditorium there was a little lady and her husband walking ahead of me. She said to her husband, "You know, that man had something on top of his head besides hair." Her husband said, "That's the most delicate compliment to dandruff that I ever heard." (Laughter)

The poet laureate of Indiana, and the foremost authority on James Whitcomb Riley, is our distinguished guest here, George Davis. He was kicked upstairs, and I remember that one of his first assignments was to meet with his new deans, the adult education boys, the continuation boys, and all that stuff, and he came to Austin and they had him on the program the first year. So he grows bigger wherever he goes; big in stature, big in heart, big in laughs.

I thought I would say that I have heard he is the author of the shortest poem in the English language. The title of the poem is, "The Antiquity of the Bed Bug," and the poem is: "Adam had 'em." (Laughter) That reminds me that an old Texas country boy had this put on his wife's tombstone: "Here lies Susie Proctor. She got sick and wouldn't doctor. She got worse and had to go. Praise the Lord from whom all blessings flow." (Laughter)

I am glad to introduce, still our colleague and still our friend, George Davis of Purdue, who now has the floor. (Applause)

DIRECTOR GEORGE E. DAVIS (Director, Division of Adult Education, Purdue University): "Shorty," Ladies and Gentlemen: I

did come especially and solely to pay honor to Dean Cloyd as he is retiring, and I thought I knew a good deal about Ed, but I have discovered some things since I came to Raleigh this afternoon that I did not know before. He has qualifications I did not even dream of. Whenever a man can get a union building built, paid for by money voted by the State Legislature, that is really something. I know of no other state in the Union, or no other union building that has been financed in such a fashion.

I must confess that after hearing this, I compare him to the gentleman who is related about in this story. There were two salesmen who came to a little town one time. They were not accustomed to spending a weekend in a small place like this, and they were seated in the hotel on Saturday afternoon, bored to death. A stranger entered the lobby and there was a whispered conversation between the two salesmen. One of them went over to the stranger and introduced himself and said, "How does one spend a weekend in a small place such as this?" He had no suggestions to make and the salesman said, "My friend over here and I have a little game that I thought you would like to join us in. It is played with little cubes that have dots on the side of them."

So he went up to the room, and in a half hour he had half their money. They then decided to change their game to one played with cards. In another half hour he had all their money. He was gracious to them, however, and he gave them \$10.00 and told them that ought to see them through the weekend. Finally he said, "What are you going to do tomorrow?" They hadn't anything in mind. He said, "Why don't you come down to our church?" Well, it seemed like a strange suggestion coming from him, but they decided to go.

When they arrived there the next morning they found this new friend of theirs stationed at the door, shaking hands with people as they got in. The service got under way and he led the choir in a beautiful anthem, gave a very moving prayer, preached an excellent sermon. At the end, he stationed himself at the door again, shaking hands with people as they left. As these two salesmen came by he said, "I am awfully happy to see you and have you worship with us this morning. If you should find yourselves in our neighborhood over another weekend I hope you will worship with us again."

They both walked away and neither one said anything for about a block. Finally one of them turned to the other and said, "Bill, damned if that ain't the best all around man I ever saw."
(Laughter)

Now, this request for Riley, I can only think of one poem that Riley wrote that would be anywhere near appropriate for this occasion, and this is appropriate because I think back to the fact that you have related integrity to your central theme, and in the light of my personal acquaintanceship with some of you (laughter) this poem seems to me to be appropriate. Mr. Riley entitled it "Pap Says."

... Director Davis presented a very wonderful rendition of James Whitcomb Riley's poem 'Pap Says' which was received with great applause ...

DIRECTOR DAVIS: I just want to do one more thing, relative to Ed Cloyd, before I sit down. I am informed that Ed is kind of looking forward to retirement with not unmixed joy, as I suppose all of us will approach that time with some little trepidation. But I want to tell you a story that ought to give you a little courage, Ed.

We had a minister who served our church for a good many years who retired a few years ago. We added him to our staff at the University for a few years after that, and within a month or so after his forced retirement he and I were going to a Conference at Indiana University and I was commiserating with him a little bit about his having to retire. He said, "Well, George, it is not all bad." He said, "There are some good things about retirement too." He said, "You may or may not have heard the story of the minister who was going to retire, and the next Sunday was to be his last sermon, and he said to one of his friends, 'I am going to try to make this, my last sermon, the best sermon I have ever preached. At the end I will go to the door to shake hands with the members of the congregation as they leave, and there will come along that inevitable woman who will look at me and say, "You don't know me"; and I will say, "No, I don't know you, and what's more, I don't give a damn." (Laughter and applause)

CHAIRMAN NOWOTNY: I believe Ed can tell them.

When your Program Committee thought about who would be appropriate to give an address at this occasion, we thought of one who founded NASPA, even though it was called NADAM in those days of 1919. I remember his telling the story that after World War I, they had an influx of veterans and they got a little nervous. So he got on the phone and called Tommy Arkle Clark at Illinois, Fred's old boss; and they decided they ought to get together and break bread and exchange views, and that is how this baby was born, as your program indicates, in 1919.

I remember my first Convention was the year Scott Goodnight was President. I remember there was young Fred Turner, and also a young guy from Northwestern named "Whitey" Rollings, and an upstart guy named Don Gardner, blowing off as usual. (Laughter) Here was this wonderful guy. I came to Boulder, Colorado in May with a straw hat and that guy threw a snowball at my straw hat. (Laughter) I met one guy from Tulane with a straw hat and almost kissed him because I was the only guy with a straw hat there except this guy from Louisiana.

But through these years I would hate to tell you how many times the younger men in this Association, of which I am one -- and still am, I hope -- have called on him personally for help and guidance in situations that got pretty rough. Through the years he has been the old war horse that we always counted on, who never was the first to try the new, but who never was the last to lay the old aside. By every standard he has qualities of greatness. He picked great assistants. One of them is now Dean of Students at Utah University. Another became Director of Carnegie Foundation until a short time ago.

He was respected by students. If you have been in the vacation land of Wisconsin, as I have, you will find that the name of Scott Goodnight is a byword. Ted Baldwin didn't know it but that guy is practically a Texan. You know, he was born in Kansas, up in that panhandle part. It is practically the same thing up there -- you know, where Jimmy Allen lives. You can see further and see less than anyplace in the world. (Laughter) But right there is a place called Goodnight, Texas, and that is where his old grandfather started one of the great ranches of that territory. That little town still stands. And in some of our Texas history the Goodnight name has stood well the test of integrity and every test of greatness. You know it gets so dry out there they found four trees chasing one dog last summer. (Laughter) It gets so dry that even the beavers don't give a damn. (Laughter) It really gets dry.

That is where the old boy got started; the son of a Methodist minister, I believe, and he taught a little country school and fought like everything to get that doctorate. Then he took some post doctorate work in Germany; and he is prepared, as no other man I know of to work with young people, and did for almost half a century. He was Director and Dean of the summer sessions for many years at Wisconsin. And Mr. Mayor, they elected him president of a bank up there. That does not happen to many deans or professors, but that is almost as good as being mayor.

He is now stationed here at Winter Park, Florida in the winter, and up at Land-O-Lakes in the summertime. He is one of the best fishermen I have ever seen. Trudy and Scott Goodnight were a great team, and we have loved both of them and I think we always will.

I think it is appropriate that at this banquet, honoring a man whom he loves and respects, that we should hear an address from Dean Scott Goodnight, Dean Emeritus of the University of Wisconsin. Scott, it is yours.

... The audience arose and there was prolonged applause...

DEAN SCOTT H. GOODNIGHT (Dean Emeritus, University of Wisconsin): "Shorty" Nowotny, I am very grateful for that wonderful introduction. Ladies and Gentlemen, thank you for your cordial greeting.

When Secretary Fred Turner first wired me with regard to making a dinner speech here, he stressed the point, rather strongly, it seemed to me, that it should be short. (Laughter) Later he sent word that the theme of this Conference was to be basic integrity, and he hoped I would speak on that. Now, as all of you well know, in this organization a hope or a wish or even a mild suggestion from Fred Turner is a command. So notwithstanding the fact that in the last two days from 50 to 100 speakers have pummeled and mutilated this topic into a state of unrecognizable pulp (laughter) I know my duty.

So, without further ado; basic integrity is a wonderful thing. No Dean should be without it; every Dean should have it. And I am convinced that 99.44% of all Deans do have it -- to a greater or lesser degree. And if you are one of the latter, you should go home and cultivate more of it, for it is very essential.

And now, thanking you one and all for your kind attention, that is my short speech on basic integrity. (Laughter)

A colored preacher boasted to his congregation once that he could preach on any subject without preparation. He said he never prepared a sermon in advance. On Sunday morning he just stepped up to the pulpit, opened the good book at random, put his finger down and took the verse upon which it fell as his text and preached from that. One of the elders was skeptical. On the following Sunday morning, as the pastor approached the pulpit, this elder rose and said, "Brudder Jones, will you all please preach us a sermon this mawnin' on de subjeck of pills?"

"Why, suhtinly, suhtinly, Brudder Johnson," said the preacher. "Pills is a very interestin' subjeck, cause dey is so many kinds of pills. Dey is big pills an' little pills an' middle sized pills. An' den dey is black pills an' white pills an' green pills an' pink pills. But after all, dey is only one pill dat will do you all any good an' dat is dat good ol' gospil, an' dat is de one Ise gwine to preach to you about dis mawnin'." (Laughter)

I would I were as quick witted as the colored brother. But I am going to imitate him a bit in shifting the subject slightly. Although my thought has not flowed very freely on the abstraction: basic integrity, I plan to talk to you a while about the life, the philosophy of life and the tremendous influence for good of a former member of this Association who did have basic integrity in a very high degree.

Stanley Coulter was born one hundred and four years ago this summer in Ningpo, China, as the second son of a Presbyterian missionary there. His father died a few months before Stanley's birth. The widow returned a year or so later to her father's home in Hanover, Indiana, with her two small sons. Her father was the founder and President of Hanover Academy; later Hanover College.

In the home of his grandparents, Stanley spent his childhood and much of his boyhood. He returned there as a college student, although by that time his stern and patriarchal grandfather had passed away and had been succeeded by a no less stern and patriarchal uncle. The religion was Calvinistic Presbyterianism and the discipline was puritanically rigid. Stanley was often irked by the austerity of the regime, especially by the "hair shirt Sundays," of which he later complained. But there was never a thought of non-compliance. Throughout his college years in that ultra-religious community, where intellectual growth was regarded as accompanying and being a part of moral and spiritual growth, and where even delinquency in studies was regarded as immoral, he accepted the rigorous discipline and hewed to the line.

But, as Stanley grew up, he developed intellectual curiosity. When one of his professors who had come from Yale, mentioned Darwin and the theory of evolution in his class, Stanley's interest was aroused, and although he knew that both Darwin and his theory were abhorred at Hanover, he secretly sent two dollars and procured a copy of "The Origin of the Species." But the news leaked out; it came to faculty ears; they summoned Stanley before them and confiscated the awful book. But Stanley secretly sent for

another copy and devoured it in secret.

Now I leave to the keen discernment of this highly intelligent audience whether this was a reprehensible violation of basic integrity or a laudable basic integrity toward his strong thirst for truth. But it is the only case on record in which Stanley did anything underhandedly.

In his later life, Stanley never regretted for a moment the strict code under which he was brought up. He said, afterwards, "Discipline and decency were an essential part of the college life I knew. The effect of rules that seem archaic today was to train the student involuntarily to a sense of duty. Today's task had to be done today, and they did it."

So the modern, cynical definition of college bred, as consisting of the flower of youth and the dough of old age, and usually constituting a four year loaf, did not apply at Hanover; not by any means. They undoubtedly had some of the flower, but there was little dough and no loafing.

But Stanley did resolve that he would not aim at teaching or the ministry as a profession, as the majority of his fellow students were doing. His choice, when he finally made it, was the law. Stanley aimed high. Since his birth in a foreign land precluded the possibility of his ever attaining the presidency of the United States, he decided to settle for the Chief Justiceship of the Supreme Court.

When, however, he was graduated from Hanover at the age of 18, in 1871, and that was quite soon after the close of the Civil War -- I beg yo' pahdon, suh; we Southerners always refer to that little unpleasantness as the war between the states! -- when Stanley was graduated from Hanover, there were no law schools in that part of the country and Stanley would not have had the financial support to attend if there had been one. So, teaching it had to be. It was the only professional career open to a college graduate who had no capital. And he was not the last man to make that discovery either. (Laughter)

He taught in grade and private schools for a while, and then high school at Logansport, Indiana. There he read law in his spare time. At the age of 25, he was admitted to the bar, and he started practice in Logansport. But the longer he practiced the more disillusioned he became. His entire youthful training had been on the side of conscientiousness, basic integrity. But here he found that he was expected to try to prove the innocence of the guilty; to aid and abet sharp practice for the sake of

financial gain; to participate actively in petty quarrels the justice of which he could neither see nor feel. After seven years of this growing unhappiness because of his moral scruples, Stanley Coulter gave up the more lucrative practice of law and returned to teaching. Basic integrity. He who had vowed not to be a teacher became one of the greatest teachers the state of Indiana has ever had.

He soon came to recognize in education a field in which he could put forth his best effort, not only with a good conscience, but happy in the conviction that he was doing just about the most worthwhile thing in life -- that is, promoting for great numbers of young people the good life in which he so profoundly believed.

Stanley Coulter did not become Dean of Men at Purdue University until 1919, after he had been a great teacher of biological sciences there for 32 years and had reached the age of 66. But he was a natural for the position. He already had a tremendous hold upon the affections of Purdue students through his superbly skillful teaching and his genuine friendliness and good will. For years he had taught a huge bible class of Purdue men in the Presbyterian church of Lafayette. He refused to accept any engagement that would cause him to miss that class; and the young men were almost as devoted to it as he.

In assuming the Deanship of Men, his great popularity was a tremendous asset. He steadfastly refused to have anything to do with student discipline. There was no fear of the big stick, no atmosphere of a court or a police station about his office. Students came to him as freely as to their own fathers; yes, and often more so.

He assumed the Deanship just at the time of the outbreak of the famous "era of flaming youth," at the close of World War I. The rest of us cracked down and fought the rebels. Coulter did not. He called conferences of student leaders and laid the situation before them. Were they willing to see the good name of Purdue defamed? They were not. They organized and straightened matters out. At Purdue the "era of flaming youth" sputtered and went out. It never became the awful nightmare and the horrible memory there that it did almost everywhere else. On that campus, a suggestion from Dean Coulter carried far more weight than any faculty ruling or presidential fiat.

Now, you would not all agree, I am sure, with some of Coulter's points of view. Here is one that will probably raise your collective hackles. He flayed what he styled as the well meant attempts at vocational guidance by gentlemen who believe they

can determine a lad's ability and compute his future success or failure by the study of measureable data obtained by tests. Coulter asserted that is comparable to the efforts of a chemist to analyze protoplasm. Protoplasm is a living matter and the moment you begin to analyze it, it dies and becomes something else. He maintained that, similarly, a vocational questionnaire sent a boy's soul into hiding like a scared rabbit. Instead of trying to fit the boy to the job or the job to the boy, we should be trying to fit the boy to maturity of mind and manhood. If we do that, the job question will be well taken care of.

Coulter even deplored high scholarship as a primary end of the educational process. He regarded it as an effective means to attainment of a really high objective, the full development of ones powers, and the realization of their effective use, but not an end to be sought for its own sake.

And intercollegiate athletics. He believed in them heartily, but not the professionalism that came with the hiring of professional coaches. The sports should be left entirely to the boys, in his belief.

Those are some of his negative credos. Now, what did he really believe in?

He believed in arousing in young people a perception of the true meaning of life; in awakening them to a realization of their own powers and to a resolve to use these powers for the greatest good of both themselves and others. He had found in dealing with many young people over many years that the appeal to the spirit was far more effective than the appeal to economic advantage or to any other motive. Although he served as teacher and Dean in a technical school, he firmly believed that education should be for living and not solely for making a living.

He was strongly prejudiced in favor of the liberal studies, history, philosophy, literature, religion and pure science, along with the technical subjects, because in these liberal studies the student is more likely to receive spiritual stimulation and insight into higher vistas than in purely technical fields. He fought consistently against purely materialistic objectives. He believed that an individual whose life is governed solely by the profit motive, for example, can never attain the highest satisfactions and a high destiny in life; and, similarly, that a nation in which moral considerations are outweighed by economic and political gains is headed for disaster.

With this background, then, you can well imagine the nature of his appeals to us as Deans of Students. His influence upon us was perhaps not as profound as upon the students at Purdue, perhaps because of the inferiority of the material upon which he had to work; but it came to be greater than that wielded by anyone else among us. I cannot make the many of you who were never privileged to hear him feel that influence in any better way than to read to you a passage from one of his addresses to us -- even though my rendition will be a poor substitute, indeed, for his spontaneous eloquence. This is an excerpt from his banquet speech to us at Boulder, in 1929, his tenth meeting with us.

"If you will permit, I shall confess a little. As I have been listening to these discussions, I have felt more and more of mechanism and more and more of methods, and less and less of heart and soul are coming to the Deans of Men's offices. My friends, he is not an idealized policeman, administering justice; nor should he be a prosecuting attorney to whom the faculty gives all information of misconduct. Why are we here anyway? Are we big enough for the job? I must say what is in my heart. The first time I met with the Deans of Men was at Illinois; we discussed the same problems as now. The next time the same old problems were discussed, as well as the next time. We had little of mechanical devices for solving those problems. Today we have so surrounded ourselves with mechanical records that we may have ceased being personalities and have become machines.

"What does the university have to do but to develop personality? It must be done by the Dean of Men today or never. If we put off this task now, it seems to me we put it off forever. In the present day of statistics and correlations, tests are given for everything except for the things worthwhile. The student is tested for everything except for his outlook on life."

In conclusion, just a few remarks. The Dean of Men or Dean of Students is a twentieth century product. Up to the year 1900 not a one was in existence. The first one was appointed at Illinois in 1901; the second was at Iowa in 1913; the third at Wisconsin in 1916; the fourth at Minnesota in 1917. In 1919 at our first meeting, six were present, one absent; and we knew of no others. But from that time on they increased in numbers rapidly. Today you are a huge Association.

In a free, democratic society, movements that spring up and grow very rapidly as ours has done, are sure to encounter criticism of adverse character before long. And that is, probably, all to the good since it leads to reappraisal and to the correction

of weaknesses that may have developed.

Two years ago, at Purdue, Professor Howard Mumford Jones probably disturbed some complacency that may have developed among us with his thesis that we are erring grievously by coddling students, in our solicitude for their welfare, instead of encouraging independence of thought and action among them. You heard that address and received it in the minutes afterward, so comment from me is unnecessary.

Comes now a Dean of the College, and Professor of Philosophy, Marten Ten Hoor, of Alabama University, I believe, with a somewhat more devastating attack -- not, to be sure, on student deans exclusively, but on academic and social do-gooders in general, including us. May I read you a few passages?

"Stated concretely, my proposition is this: Never in the history of the world have there been so many people occupied with the improvement of so few. To sharpen the point by a specific example, never have there been so many people making a good living by showing the other fellow how to make a better one."

He then takes a couple of healthy swings and mean uppercuts at educational surveys, saying he has been through eleven of them without noticeable benefit to him or his neighbors. The surveyors, he says, are always from another state and that "They are brought in because of their objectivity, objectivity being the capacity for discovering faults abroad that you cannot recognize at home. To be a good educational surveyor -- or any kind of social analyst, for that matter -- you must have a sharp eye for foreign notes and a dull one for domestic beams."

He then continues: "I must confess that I view all this indiscriminate altruism with a jaundiced eye. It does seem to me that these days there are too many leaders and too few followers; too many preachers and too few sinners -- self-conscious sinners, that is." "Nobody has the time these days to improve himself, so busy is he with attempts to improve his neighbor. There is something wrong with that equation. It seems to me that it is time to try to balance it."

.... "In the second place, I doubt that the reformer has the wisdom to direct the lives of so many people. But this he certainly assumes. How many people are there who have demonstrated the capacity to prescribe for others?" "History is filled with examples of self-confident leaders who have led their followers straight to a common catastrophe. The fact is, we still know so

little about human personality in the concrete."

That is from a Professor of Philosophy. "Nor has the reformer too much reason for assuming that he has discerned the good life for his neighbors." "Too often the recommendation of a way of life is nothing more than the advocacy of a personal preference."

.... "Nobody, says a character in Norman Douglas' 'South Wind'," which he quotes, "has the right to call himself well disposed toward society until he has grasped the elementary fact that the only way to improve society is to improve himself."

Just a few questions in conclusion. I hope, Mr. Chairman, that you will not refer them to a committee. (Laughter) In my experience, which extends over a considerable length of time, I have so frequently observed that a committee is so often a body appointed to see that nothing is done. (Laughter) Or, if the chairman proves to be a conscientious soul, he will call the committee together and the result will be a report. This report will be duly presented to the parent body and eventually discussed and approved by it. Then the report will be carefully filed away, wrapped in excelsior, with moth balls, and everybody is happy. The committee has done its duty and been honorably discharged; the convention has acted and its collective conscience is clear, and the corpus delicti is happily interred where it will requiescat in pace until the judgment day. (Laughter)

No, my questions are addressed to you Deans, Directors, Counselors, et al individually; and no answer is required other than to your own consciences.

1. Is Coulter's contention -- which he personally demonstrated so often and so well -- correct, namely, that a sincere and earnest appeal to a student's better nature is more effective than any other?

2. If so, have I given sufficient thought and earnest effort to disciplining my own mind and heart and strengthening my own character to prepare me well for the effective guidance of youth?

3. Am I relying too much upon records, tests and other mechanical or material data to the neglect of the study of the student himself and finding the way to his heart and conscience to influence him directly?

4. Am I more concerned with the mental and physical welfare of students and with their material advancement than with their character development?

5. Do I properly fall under Dean Ten Hoor's indictment, that I am far more apt at discovering moles in other eyes than beams in my own? Or, putting it another way, have I the basic integrity to work diligently and effectively in this great field of student guidance and with no feeling of sham or hypocrisy?

And P.S. I sincerely hope that all of you will be able to answer these questions before the bar of your own consciences more satisfactorily than I have ever been able to do. Thank you. (Prolonged applause)

CHAIRMAN NOWOTNY: Thank you, Scott. I know that the minutes of the 1957 meeting of NASPA will be richer because we will read again many, many times the remarks you made on this occasion. Twice since 1945 we have been back to Purdue as guests of George Davis, O. D. Roberts, and Don Mallett; and I remember on one of those occasions we adjourned as a body to Stanley Coulter Hall and placed a wreath in memory of this great and noble soul who meant so much to the lives of young men at Purdue and all over the country.

I heard him tell this story once, Scott, and being a Presbyterian myself I have never forgotten. He said, "My father believed in following Solomon's advice, spare the rod and spoil the child. Every time he whipped us, when he was finished he put it behind a motto on the wall that said, 'God bless our home.' One day he had used the rod four or five times, and the boy said, 'Put it behind this motto on the wall over here, Poppa.' And the motto on that wall read, 'I need Thee every hour'." (Laughter)

If you read the minutes of some of our past meetings, I know you will enrich your lives and you will grow. If you follow Scott's advice and reread some of those wonderful addresses that Stanley Coulter gave to this Association in years past, you will be richer for it.

Now to get to the last part of the program. During the last 30 or 40 years, there was a sort of Damon and Pythias arrangement of two Southerners who were always together. Bob Beaty and Ed Cloyd were inseparable. So we have asked Bob Beaty, Dean of Students at the University of Florida, to make a presentation at this time.

DEAN R. C. BEATY (University of Florida): Mr. Chairman,

Members of the Association: We all know that this Association started with a small group of dedicated men; men dedicated to the task of counseling and advising with men students. That has continued to be the motivating force that has drawn men into the Deanship.

Two members of this Association have had a long and distinguished career as Deans of Men. They are Ed Cloyd and Joe Somerville. Their careers are typical of the careers of many men who have entered this type of academic work. Each of them has had a rich and productive period of service.

We are attempting to recognize and to honor them here tonight. President Ted and Secretary Fred asked me to get some material together for this occasion. Well, after a certain amount of research, with the help of Dean Talley, of North Carolina State College, and Dean Zimmerman of Miami University, we dug up some of their past. I want to review a little of that for you tonight. I assure you I am not going to tell you everything, but there are certain things in their lives I think that are very significant and very important, and things that many of us do not know.

Edward Lamar Cloyd was a native of Lenoir, North Carolina, born December 10, 1891. He married the former Bertha Daniel on December 28, 1916; had two children, E. L., Jr., and Mrs. M. D. Caffey, wife of a faculty member at North Carolina State College. They have four grandchildren.

He entered A & M College in Raleigh, now North Carolina State, in 1910. Received a Bachelor of Mechanical Engineering degree in 1915. Dropped out of school for one year because of poor health. Part of this year was spent as 6th grade teacher in Lenoir, North Carolina. He received a Master's degree in 1927.

While in college he participated in extra-curricular activities. He was bass drummer in the band, played the violin with the orchestra, sang bass in the glee club. He was active in the literary society; won an inter-society oratorical medal, President of the student YMCA (he still has a deep interest in YMCA); was a member of Phi Kappa Tau fraternity.

After graduation, he was a high school teacher back in Lenoir, 1915 to 1917, teaching math and physics; also coach of the basketball team. For a short while he worked for the Ford agency in Lenoir.

In January, 1918, he returned to the then A & M College

as an Instructor in Mechanical Drawing. In 1921 he was asked to combine teaching duties with the job of Dean of Students, the first man to hold this title at this institution. This half and half job continued until 1923 when he asked to be made either full-time teacher or administrator. The result was he was made full-time Dean of Students, a post he has held until the present time.

During the time he has been at North Carolina State College approximately 80,000 students have registered and approximately 18,000 have been graduated.

He has been active in civic and church activities as well as being a member of a number of college groups, such as Tau Beta Pi, Pi Kappa Delta, Phi Kappa Phi, Golden Chain, Phi Kappa Tau, and NASPA, having served as its President one term. He was the former president of the North Carolina College Conference.

He is a life-long Presbyterian, Elder and Clerk of the Session since 1929. Member of Kiwanis Club, serving as president in 1935; Lt. Governor of Kiwanis Carolinas District in 1937. President of Raleigh Family Service Society for two years.

Now, our other member, Joe Somerville, also had a very distinguished career. Born in Brazil, Indiana, I understand at a very tender age. (Laughter) Married to the former Emily Warner in 1915. Has two daughters, Nancy and Mary Sue. One grandson, Joe, 16 months old.

He graduated from DePauw University in 1912. A member of Beta Theta Pi fraternity and president of his class. He received his Master's from Columbia in 1934.

The first year out of college he was employed by YMCA in Indianapolis; following this returned to DePauw as track coach. Next to Omaha as Assistant in Charge of Boy's Work. In 1916 the Somervilles went to Russia to work in Society of Miyak (much like YMCA, but Czar did not allow YMCA to operate in Russia). In March 1917, the Somervilles saw the beginning of the Russian Revolution from an apartment window. Stayed in Russia until October, 1917 when Communists took over the government. Mrs. Somerville left Russia through Siberia, attempting to return to United States, arriving in Japan and finally reaching the United States. After the Communists came in, Dean Somerville was employed by the American Embassy as United States Intelligence Agent, having learned to read, write and speak Russian. Dean then went to Petrograd (now Leningrad) for six months; and when the U. S. left, he went to Siberia in the Intelligence Service.

During that time in Siberia, his wife and family lost account of him. Inasmuch as he was assumed lost, DePauw held a memorial service for him at this time. (Laughter) Finally word came through that he was alive. In 1919, Mrs. Somerville returned to Siberia to be with him. In 1920 the Somervilles returned to the United States, and worked in New York with World Work for Boys program of YMCA for a short while, returning the same year to Germany, where Dean Somerville was in charge of 12 prisoner of war camps, also working with the Red Cross.

Worked for YMCA in Latvia, 1921 to 1923. Because of wife's health, returned to Grand Rapids as YMCA Boys' Secretary. In 1925 to 1933, he worked in Czechoslovakia as national YMCA Secretary. In 1934, returned to United States and Columbia for Master's degree. Went to Portsmouth, Virginia as head of YMCA.

In 1935 he was asked to come to Ohio Wesleyan as Dean of Men, where he has remained for 22 years.

I might submit that those are very interesting careers. As I was thinking about this, I remembered during the past several years we had a good deal of discussion in our Association as to the type of training necessary to become a Dean of Men, and I happened to think about a story I read. It had nothing to do with this at all, but I just happened to think about it. The story is told of Mr. Will Rogers. A college graduate went to see him and said, "Mr. Rogers, I would like for you to tell me what kind of training can I get that will prepare me to be a comedian and a newspaper columnist like you." Mr. Rogers said, "I think the best thing you can do is to get a mule to kick you in the head, and if you survive it you ought to be a good comedian. (Laughter)

A great number of you have written these two members of our Association a letter. We have bound those letters in a volume and they are called, "NASPA, Dear Joe," and "Dear Ed." I did not read these letters. I collected them; but there are two that interest me very much (laughter) as to their length. One of them was a two page, single spaced, typewritten letter, and has this postscript, "Please overlook faulty typing. My stenographer's notable glamour, could not compensate for her grammar. She got me so fired, I said 'You are fired.' Now I wish she were back again, damn her." (Laughter)

The other letter is a letter of one line of seven words. It is a very interesting letter too. (Laughter)

So, Joe, and Ed, we are awfully glad to present you a

volume of letters from your many associates, and we hope you will read these and remember us as you read them.

... The audience applauded as the bound volumes were presented to Dean Cloyd and Dean Somerville ...

DEAN BEATY: Since they are retiring, and so that they sufficiently identify themselves, we have prepared some calling cards we are going to give each of them. In order that you may know, I will tell you what is on them, because they are going to pass them out. This is Ed Cloyd's: "Ed Cloyd, Retired." In this corner, "No Office, No Phone, No Money." (Laughter and applause as the cards were presented to Deans Cloyd and Somerville.)

CHAIRMAN NOWOTNY: Before we adjourn, I want to apologize because I have overlooked a very important guest. Mrs. Joe Somerville, will you stand and take a bow. (Applause as she arose)

If there are no questions from the floor, and no announcements, Fred, at seventeen minutes to nine, North Carolina time, in the words of Dickens' Tiny Tim, God bless everybody. Goodnight.

... The Conference recessed at eight-forty-three o'clock ...

WEDNESDAY MORNING SESSION

April 10, 1957

The Conference reconvened at nine-fifteen o'clock, Dean Robert H. Shaffer, Indiana University, presiding.

CHAIRMAN SHAFFER: I think we had better come to order. The program committee was really very astute in arranging this program. They figured after two and a half days of discussing integrity, we would need psychiatric assistance, so they have arranged for free consultation today. We make appointments on the way out following this session. (Laughter) Dr. Farnsworth will be at one door, and Dr. Funkenstein will be at the other. They will reduce their fee, since we are deans of students. Since we have distributed these cards, they will reduce their fee considerably. The Harvard Press have made these people sign their lives away that they would utter words of wisdom to no one without first giving the card. Is that right, Dr. Funkenstein? (Laughter)

I could use this old joke. The speaker at the session needs no introduction, so I will not introduce him because Dr. Farnsworth has been with us at least twice before, and to those of us who have been to the Harvard Seminar, they had an opportunity to talk with him many times. So at this time I will present Dr. Dana Farnsworth, who will master-mind the morning session. Dr. Farnsworth. (Applause)

DR. DANA L. FARNSWORTH (Director, University Health Services, Harvard University): Chairman Shaffer, Members of NASPA: I certainly do appreciate having the chance to come back and visit with you again. I feel very much at home with you and your organization.

I think I first came to visit with you at Colorado Springs in 1952, and then at Purdue two years ago, and now back again.

This time I am going to have to report on behalf of two of your own colleagues, Jack Stibbs and Bob Strozler, who were members of the Princeton Conference, and both of whom unfortunately had to be away at this meeting, but I have two very good replacements for Bob and Jack.

This whole field of mental health -- and I wish we could get away from that term, because as far as we are concerned, this is just good education -- this whole field requires

a certain kind of optimism in a way. I think probably those of us who feel so strongly about it are chronic optimists. That reminds me of the encounter between two friends, one of whom was always able to see the bright side of every question that came up. The other one was able only to see the dark side of every question. They had had contacts over many years, but one time the optimist became particularly upset at the pessimistic viewpoint of his friend, and in an outburst of feeling one day he said, "Doesn't anything ever cheer you up? I am just getting good and tired of hearing your dark comments on every problem that comes along." He said, "Why worry so much. After all, you might never even have been born."

Whereupon the pessimist was cast into even deeper gloom, and he thought for a little while, and then he looked up and said, "Does that happen often?" (Laughter)

The conference had its origin in the dreams of Dr. Jack Reece, Director of the World Federation of Mental Health, with headquarters in Geneva, who has had the viewpoint which has been strengthened more and more by our recent experiences that students are very much the same the world over. That is, that we do not have pockets of unusual tension and stress and strain and abnormal reaction to it in one country and not in another, that probably the differences in the way students react to the educational process is more a factor of the observation on those students' behavior than it is any differences in the behavior itself.

He had noticed with much interest the increasing attention being paid in the United States to the factors in education that go beyond the development of intellectual power and mastery of subject matter, and, feeble as that attention has been in the United States, it is stronger than in any other country.

He felt that any pronouncements or recommendations that come from the United States to other countries are apt to be either ignored or disregarded on the grounds that "Well, they can do it in the United States because they have money, and the conditions are different there. We could not do it in this country."

Hence, Jack felt that if we had a group of persons interested in the emotional and social maturation of students from several different countries, then the comments of that group would be listened to on an international scale.

He went to various organizations and tried to get support for such an idea, but without success. For the most part, two arguments were advanced. One is that there is not any need for such a conference. Second, we have no money for it.

However, he finally succeeded in getting the support of the Grant Foundation and the Field Foundation, and then enlisted the cooperation of the International Association of Universities. So the Conference at Princeton was sponsored by the World Federation of Mental Health and the International Association of Universities. It was held from September 5 to 15, 1956. It was attended by approximately 37 delegates. When I say "approximately," I mean that in the main the 37 attended all ten days of the Conference. We had five or six guests in addition.

These delegates came from ten different countries, from Malaya, the Philippines, the United States, Canada, Holland, France, Costa Rica, and Mexico. Possibly I have skipped one or two countries, but ten in all.

These delegates also represented a wide variety of fields. We had chaplains, psychologists, psychoanalysts, deans, your own two colleagues, educational administrators, educators, in the School of Education sense, and students.

This is a recognition of a fact that most of our organizational efforts on behalf of students leave out the most important person of all, and we determined not to do that, so we had four students at the conference. This group had a strongly international flavor. Our guest here today was one of them. We had two students who had been brought up in the Far East, one of whom was a Canadian and had gone to Williams and was now in the Harvard Medical School. The other had gone to Princeton. Then we had a French student delegate who was President of the French Student government organization. So we had a group that cut across all sorts of boundaries.

The purpose of the Conference was to try to determine whether or not there were any general principles in this field that seemed to be applicable in any culture, in any society. This purpose was a difficult one to carry out.

We also had another purpose which is emphasized a good deal, to see whether or not we could not begin to develop a body of knowledge, a theory, if you like, a frame of reference on

which we could build the subject matter that is needed to attack this problem properly.

Preparatory to the Conference, Dr. Funkenstein and some of his colleagues went through all of the literature in the field of student mental health, and published a bibliography of 300 pages which has about 1800 and some references in it, about 600 of them annotated, and that was published just before the Conference. It was an immense help to us, and I think it will be of immense help to you.

The card which we so immodestly distributed to you is representative of another effort to get the material in this whole field in a form that can be widely used.

Then when we get the report of the Conference itself published that will tend to round out the picture still further. This is a typewritten mass of material which represents a summary of two thirds of the Conference. [Displaying the books] Dr. Funkenstein is still working on it. In about a year we will hope to have a rather sizeable volume which will, I trust, be representative of the rather keen thinking that went on during this Conference.

The method of work, I think, might be of interest to you because it seemed to work so well and to enable us to act as a group in some ways and as individuals in others.

We had approximately one-third of the time devoted to plenary sessions, in which we would all discuss problems that had come up. The other two-thirds of the time we met in three groups, so that by this means we could explore different facets of the issues involved, and that, of course, is why we have so much material to work on.

Before calling on my colleagues, I thought it might be of interest to give you just a little reflection of some of the main thoughts gleaned from some of our overseas delegates about student mental health problems, in their own countries.

We were particularly interested in the reaction of the French delegates. We had two, Dr. Daniel Douday, who is in effect the Director of Student Health in all of the Universities in France. He reported to us that the Number One health problem in France had been tuberculosis, but that problem was becoming circumscribed, and that the number one problem now is mental health.

The general idea that Dr. Douday and his student colleague, Monsieur Gau, discussed was that student problems come from the outside. They are due to the environment. They are due to the attitude of the professors. They are due to lack of housing or lack of sufficient subsidy or scholarships, as we would say in this country. Hence, improving the educational offering for students was the answer.

The French universities for the most part are characterized by very few opportunities for acquaintance between faculty members and students. There are very few of the universities that have any appreciable percentage of their students in college or university housing. The student is very isolated in many instances. His problems are severe, and yet there is no one for him to go to. There are frequently very strong feelings of antipathy toward the educational institutions, and there is no place for them to give vent to their hostile feelings.

It was of interest that they denied the presence of some of the emotional disturbances that we think of as being common in all student bodies, to some extent. In short, the idea that students get tangled up within themselves, namely of unconscious conflicts or of ambivalent attitudes, in the conscious sense too, that concept just was not accepted by the French delegates.

As a matter of fact, I might say at this point, that the delegates from some of the other countries found it very hard to understand our emphasis on the fluid arrangement of the relationships between the student and his environment, student and the faculty, the student and his own past, the student and his own relationships to his family; this concept which we refer to as a dynamic point of view had not made much progress in several countries.

If we skip now to another part of the world, in the Philippines, the delegate from the Philippines emphasized that the educational ideals and goals of America have been appropriated almost completely by the people in the Philippine Islands, but they are trying to use them in a culture in which they are not particularly appropriate, so they have many, many kinds of pressure applied to students by parents and others to go to college. The colleges are not noted for their high standards. The colleges do not have endowments of course. They must make money, and so the students progress along the way to graduation so that, for instance, in the law profession, there are approximately 20 persons who have a legal education to one who has an opportunity

to practice law. About 20 applicants for every teaching position that is open. So you have huge numbers of people from a relative standpoint, who are theoretically prepared to practice a profession, and there is no profession to practice.

This gives rise to the formation of a large group of persons who certainly have a greater capacity for unhappiness and frustration than would be the case if they had not had their intellectual capacity increased with no possibility of their expectations being gratified.

The Philippine delegate also indicated that the problems that the Philippine students presented were different in their degree from those that they present here.

In England, the attitude toward this field is of interest I think to you. There is some kind of a tying up of academic freedom with illness, in a way. For example, if a professor had an illness which resulted in his entertaining thoughts which we would call delusions, the English would take the view that it would be a violation of academic freedom to interfere with that professor's freedom to express whatever thoughts that he might want to express. (Laughter)

This seemed to the delegates who were in psychiatry to be carrying the concept a little bit too far.

Likewise, I might say that the delegate from Holland expressed the same viewpoint about the process of selection. He felt, and he said strongly, that all his colleagues in Holland felt that if a student wanted to go to the university, then it was the duty of the university to let him in, no matter how soon they flunked him out. Not to let a student try, was to violate the concept of academic freedom. That too seemed to us to be carrying this concept either farther, or in a direction which we did not quite understand.

To move to still another part of the world, one of our delegates, Dr. Murphy from Singapore, had made some trips through India and Thailand and other countries, and he pointed out the very great lack of educational facilities for many persons who could take advantage of them. He talked about the pressure of families on students to get some education. Also, this came in conflict with the idea that the family comes first so that many students might go to an institution of higher learning, and either get all their education, or a portion of it, but then have to be brought back to take care of some family need, leaving

the student with his education only partly completed and in some instances leaving him with just enough of a taste of what he might acquire were he able to pursue his education, and yet because of this vista, having an added capacity to be frustrated and unhappy.

There are, so far as we are able to determine, no facilities for caring for the psychological or emotional needs of Indian students in their own universities. That may not be true, but at least we do not have any evidence of it so far. I have been told by some other persons that Indian students are not as likely to have emotional difficulties because of this strong family structure, the family ties. There is more integration of the personality as a result of it, but I think those of us who work with foreign students in this country find that the incidence of emotional problems in our foreign students is just about the same as it is in students in our own country. Maybe a little bit more in some ways, if we count the environmental quandaries that a foreign student inevitably becomes involved in. If we count those as emotional problems, they might even have more than our own, but in general there is a good deal of similarity.

With this wandering around the world, and just giving only a very fleeting and incomplete glimpse of some of the problems that are involved, I am now going to call on my colleague, Miss Jere Ann Reppert, a senior at Goucher College, and one of the delegates to the Conference, who is going to help you look at the conference through a student's eyes. Miss Reppert.
(Applause)

MISS JERE ANN REPERT (Goucher College): Thank you. I hardly know what to say to you people. I have never spoken to so many deans in my life at once before. (Laughter)

The Princeton Conference was my first conference, and it made a deep impression on me. I have lost none of my enthusiasm for the work that was done there. It was work, and I think some very worthwhile things have come out of it.

Right away when I heard about the conference, I had no idea what it was going to be about. You can really count me in as a "fresh mind" on the subject. I had one sociology course before I attended the conference, and so any definitions, any discussion I heard was really on a fresh mind.

I wondered what was mental health. And right away I

connected it with a psychiatrist. I learned that this is a very, very narrow view. I hope you all realize what a great part you play in the mental health program. Many of the problems in mental health that do come up never reach the psychiatrist. A lot of them go as far as the dormitory, the girl next door, the house president, and a great many more may go to the dean. Some go to the psychiatrist.

I think it is important that all these people who are concerned have something to guide them. Student leaders would like to know what to do in a case, who should you refer someone to, where do you not know enough? Where do you have to call somebody else in?

I think if we could really develop something like this in our schools, courses for leaders, give them books to read, references, something like that, they would really appreciate it, and might get a lot out of it.

I would like to call attention to some things that came from the conference that I appreciated especially.

What mental health is not. It is not adjustment under all circumstances, freedom from anxiety and tension, freedom from dissatisfaction, conformity, constant happiness, a lessening of accomplishment and creativity, the absence of personal idiosyncrasies, the undermining of authority, opposed to religious values.

I think this is perhaps one of the most important things for us to realize, if you are just going into a discussion in mental health. You do not want to iron out all the idiosyncrasies, for these are so important, and we do so much better living with people who have all viewpoints.

I wondered too why we were going to discuss student problems, and what in particular are student problems? Are these just something students have to face? Well, this is certainly not the case, I believe, at this time. The student problems are student problems because they happen at school, but sometime along the way, whether you are a college student or not, you are going to face these same problems. Going away from home, making a place for yourself, realizing what you are, getting this across to other people -- this is something you are going to be faced with whether you are in school or not.

If we are not going to iron out all the idiosyncrasies,

and we really want to develop in colleges a questioning mind -- and I think all of you are interested in that -- then there is somewhere going to be a shaking up of the students, intellectually especially, and why should not this happen at college? At the same time, you may bring to the fore some mental problems, at greater or lesser degrees. I think it is marvelous that these things can come when a person is in college, and has to draw on the faculty, the administration, the psychiatric help if it is needed, if it is to that degree.

If you encourage a searching, inquiring mind, you expect something like this, and you know how to handle it.

One of the problems that I was especially interested in was the discussion of the student as the dependent-independent. This was seen as a key to the student problems, the reason being that at this time in life you want to be independent. You are proving that you are going off, you are going to get good grades, you are going to learn some vocation, you hope. At the same time, you are dependent upon your home. They are paying for your education, and they call for a reckoning every now and then certainly with what grades you do get. They are concerned with what you are going to do later, what you are going to earn later when you are going to be on your own. So you are in a sense the dependent-independent.

There were suggestions made as to perhaps students getting a salary to go to school, eliminating the dependence on parents for money. I do not know -- this sounds like a lot to be worked out, (laughter) but it is something to think about.

The foreign delegates were very much interested in our constant reference to the boys and girls rather than men and women. I was guilty of this, as many of the other delegates were. They counted this as another instance of our treating the students as dependents, and we do, I think, in some cases try for the family atmosphere at school. You do want to be close to your students. You want to know them, as a father even sometimes. Whether this is good or bad, I would not say. But the fact that we do refer to the boys and girls is a case in point.

Then again, what do the parents expect the children to get at these schools? Now this came up. Many parents want them to get a technical education, so they can go out and earn a living. Many students may agree with this viewpoint. Others, especially as they go along through the four years, will find that they want a real liberal education, that there are many

phases of education they want to look in. They have never had a chance before. They do not want to just learn to be a chemist. They would like to know something about the fine arts, about music. This is often incompatible with going out and taking a very good job at a good salary. This is something that has to be worked out again with the parents, and really may not be worked out. Certainly it is a problem.

Then there are students who want a good time. How are you going to handle these? What is their relation to their parents? I think these are all important questions that we have to look into.

I was interested in another thing that came out of the Conference, I think directly. This was: What is the responsibility of an administration where you have a student health program? What is their part? I can see where, in many cases, it would be advisable to keep a student on in school when you realize that they are not working to the best of their ability, but this experience at the college may help them come back to an equilibrium. This is in conflict, perhaps, with the broader interests of the whole student body, and sometimes I think quite often the administration, the dean, has to be the man caught in the middle.

I was very happy, and I think you will be too to know that the conference delegates agreed very wholeheartedly that of course the primary aim in college, of a college administration, is to foster learning, and in such conflicts they would be resolved in this way. I know this is no simple solution, but I think it is important to realize that they are for the learning institution.

Again, what responsibility does the administration assume when they allow a student to come to college? Are you just going to drop people when they cannot make the grade, or are you going to give them a little bit more?

I was very interested in a suggestion made at the conference to incorporate something like an exit interview for those students who are not able to continue always. I am very much for something like this. I know it takes time, and often expenses restrict something of this nature, but it seems to me that where you have people competing on a college level, academic level, you are going to have some who will not make the grade, and it is really no disgrace in many cases, and that those people who are leaving for academic reasons might be

given an interview, guidance help in finding a job, where to go, even to another college. I think something like that would be very worthwhile, and you will be helping not just those who finally get the degree and take a job some place.

In about the second day of the conference, I had a feeling that I wanted everybody to know about mental health, to be very conscious of it. I wanted it to be spread all over the campus. I wanted everyone to know about the psychiatrist, as ours. This may be a common reaction for someone in my same position. Now I do have a different idea about it. I think the mental health program will develop as the school needs it. It would not be the same everywhere. You would not post doctor's hours and give lectures on a lot of this. You will make it available to the student in a quiet way. If students do know it exists, if they do not know all about it, it does not matter, but they can refer someone where they want to go. You do not have to have a whole clinical setup, a specially trained psychiatrist.

Of course, the best is always what you aim for, but with the resources you have available, you can set up a good program. I think it is important that you do extend the program down, as I said, to students, student leaders, because many of the problems might be very much aggravated by incorrect counseling or someone who has had one course in psychology and thinks they can tell everyone how to settle the world's problems. I think it is good to let people know what they do not know in this case especially.

These are some of the things that have stuck with me, some of the things that impressed me most perhaps, and as I said, there is an awful lot to cover. If I can answer any questions on anything to make what I have said more clear, I will certainly be happy to. I hope I have given you some feeling of what the conference was for me. (Applause)

DR. FARNSWORTH: Thank you, Miss Reppert. Miss Reppert's colleagues, Mr. Hugh Watts and Mr. George Wilke, along with Miss Reppert, gave us the necessary perspective in a sense because it is so easy for college administrators and others to get into a kind of never-never land, and it was refreshing to find that what we were talking about really had some relevance to the students themselves.

Dr. Funkenstein, my colleague at Harvard, was selected as the editor of the conference. He is the fellow who has been

doing this summarizing here and will continue to be doing it for the next year, it seems to me, if he is going to get it down into manageable form.

So I am going to call on him now to discuss some of the issues in mental health promotion that were brought out at least in part at the conference. Dr. Funkenstein. (Applause)

DR. DANIEL H. FUNKENSTEIN (Clinical Associate in Psychiatry, Harvard University): Dean Shaffer, Gentlemen: It would be impossible in the time allotted to me for me to really cover even a small part of the material, but I thought I might discuss with you some of the pertinent issues that came up, and some of the ways they were seen, principally as they refer to the United States.

I will make some reference to various parts of the world. They are quite different in different parts of the world, but we will try to put the emphasis here, since I know that is what you are principally interested in.

If we look at the history of American education, Mark Hopkins repeatedly emphasized when he was president of Williams, that the purpose of Williams was to make and build men. In 1875, when Seeley was inaugurated as the first president of Smith College, the motto of Smith College, which it still has, is "to virtue add knowledge." At that time he said, "Never let it come to be 'to knowledge add virtue.'"

When President Hilliard of Harvard came along, he changed this emphasis. He had a great influence, and it went over almost entirely to the great function of the university is learning, and that the concern of the educator is not with the development of the student.

I think the story as I heard it last night of this organization shows that there is a swing back in the other direction. I do not think today that anyone wants to deprecate that. One wants learning, but one sees the development of the student adjutant, as an aid to learning, and the university has a task not only of producing scholars -- and that learning is important -- but of producing mature development of the student from a personality viewpoint. This is going to aid, and they are not really conflicts, but they are things that really go together as one thing.

We dealt with adolescence. Ericksen, who is a

psychiatrist at Stockbridge, has written a great deal about adolescence and late adolescence. College may be defined as the greatest postponement of adulthood. It is a long adolescence. It can be carried out.

One of the psychological problems in the normal development of students at this particular age -- well, he feels that at this particular time of life there is what he calls an identity crisis. In other words, it is a time when a student is seeking to find himself, when the student gets to a certain point -- some of this happens before they get to college, for the great majority it is during college -- there is a certain time when they know "who I am." And everyone says he has found himself.

It is hard to define what it is when one gets a sense of identity, but one usually has the vocational goal, one usually has arrived at a life aim, a certain sense of values, and all. When this happens to the students everything is fine.

No family or no home community is sufficient to give the student a variety, and it is probably a good thing when students arrive at college and they actually re-examine their basic values, the meaning of them, and then out of this re-synthesize meaning and values which they are going on for the rest of their lives.

This happens to a great number of students by what happens in college, and the great problem is that out of this, when the student is what you might say, becoming diffuse, he does not really know what his values are, he is going to reform them, and the college is a place where he is able to establish those values and those things that for the rest of his life are going to be extremely important, rather than get values which you might call a negative identity which are not going to serve him or society very well.

Now, what are some of the things that produce these things in colleges? The first thing is when there is a great difference between the values that the student has learned at home and those he has learned at college. The students who come from homes where there has been little learning, where everything is different, come to college and things are quite different, and they are apt to have a great amount of conflict. What happens is they can either give up what goes on at home and adopt the college's values, or they can still stick with what is home, not take on the college values. But probably the mature

way to do it is to make a synthesis between the old and the new. This is a common problem that one sees in freshmen.

There are ethnic and cultural factors involved in this. If a student comes to college from certain backgrounds, I mean where education is highly prized, there is much less difficulty in these particular areas.

If you look at the schools with records, it is rather astounding, at least in our eastern colleges, if you look at the top ten per cent of the class how many of these top ten per cent of the students come from teachers or professors. I mean, it is quite an astounding thing. I think there is less conflict if one comes from an educated home.

Then in America we have a dilemma of choice. America is a country where we have a tremendous number of choices facing the student. He is supposed to make up his own mind. In America we have great variety. In other countries there is not such variety. So for the American student, he does have a great variety of choices, but this great variety of choices makes for a great deal of conflict, and that is why probably in the sophomore year it has a great deal to do with these identity crises. That is probably why, without giving it a name, that most colleges have required that you take a major at the end of your sophomore year. Some way the student has to be narrowed down. He is rather diffused, and some way a choice has to be forced in this great country of ours, where we have so many choices. That is usually in the sophomore year, when one sees these particular symptoms. There is a great deal of difficulty in establishing this, and it is a great dilemma of choice in this particular country.

Of course, in the Philippines, you have no choice. Your parents decide what you major in and what you are going to do, before you get to college. They do not see much difficulty in the dilemma of choice.

In England, one has to make one's choice at 11 or 12 almost. It is forced down to a very, very early age.

One would feel in America that if a choice is made too early in life it may result in some impoverishment, because the student may not get into the field in which his best aptitudes and all are settled. Sometimes as a result of parental pressure, these things are made long before they come to college and perhaps if one has an open mind up until the sophomore year, some time in which they can reconsider their vocational choice

and their values, they are probably better off. The type of college has something to do with this. It is certainly true that in a liberal arts college there is apt to be more conflict and difficulties, because of the fact that they question there the teaching of self-awareness, and the type of teaching produces in the student a great re-examination of his basic values, and many people at the conference felt this is extremely important. The important thing is that as the student re-examines his own values, that he has an environment of people he can turn to so that he comes out of it in a more positive way.

Then there is the problem of the level of aspiration. This is seen in our country by the idea that everyone can be President, which is not really so. The belief, through the advertising media, that everyone can have everything, and one sometimes has to come to some kind of terms. It is seen in every student between what he can accomplish and his intellectual ability as a scholar and what his aspirations are.

Everyone wants to go to college. I have had a good deal to do with this myself, how one can get the student to accept the reality of this. Many of them do, if they are mature. It is a real problem. This same level of aspiration, which Dana referred to in the Philippines and the Far East, is that there you cannot do the work. If you do the work, and get out of school as a teacher or lawyer, your chance of employment is only one out of ten, which leaves one open for the other ideologies to come along.

Of course, someone may come to college, and the college opens a whole new world of vistas which makes the students think of possibilities which they never thought of in their lives, and again there is a great deal of conflict. In countries where there is rapid social change there are problems. It is extremely important, and this is true in this country, that the change would never be so rapid that the experiences of the father are irrelevant to the problems of the son. Whenever that occurs, one has a real problem.

The students who really have these crises have a lot of symptoms, who tend to daydream, who let time pass, are taking what Erickson calls a moratorium, may get along very well.

It was pretty well agreed that 100 years ago, if a student had some difficulty, he might have gone west for two years. It seems today that many young men might need what you call a moratorium, to get away, do something entirely different,

and then come to college, and do very, very well. Students who have conflicts in their basic values, and who get into these particular kinds of situations, may actually be better off than the students whom we dubbed in the conference, the apathetic student, who comes to college just for social pressures and reasons, and just drifts with the tide and never questions anything and never gets himself into any kind of a problem.

Now, the apathetic student -- is he a real problem in mental health or education? I think we mean the student who comes to college because he wants the symbol of a degree. He is not really interested in learning, and there he is. It is an extremely frustrating experience for most teachers who really want to teach. Most people feel it is a real problem. In the first place, for these students, it is a tragedy for anyone not to realize their potential. These students certainly are not realizing their own potential.

It is also not good, one would feel, for any one to be doing some one thing, pretending they are doing something else. In other words, here they are at school, enjoying themselves socially and not doing anything, and pretending that they are going to school while they are doing something else. One would feel that is not a good thing.

Another thing -- and this certainly holds true from what a lot of psychiatrists know -- the student who goes to college does not take advantage, and leaves, because years later he is apt to have a great deal of bitterness about what might have been. He is so apt to say, "Well, if they had just stimulated me, or done something about making me do something when I was in college." But of course the other side of the coin is this, if you try to get these students to do something, then you are called authoritarian, and they become very rebellious.

We do not know any solution to this problem, but we did feel that the apathetic student is a real problem, and is the real challenge to everyone in the educational field.

Some of the ideas -- I cannot go into all of them -- of attacking these, of course, is first in the teaching of the subject matter itself. I mean, I could just quote one sentence about that.

In the college situation development is flavored by teaching that shows the student something of the variety and complexity of the social world. By teaching that shows him how

people feel, what it means to be human, and particularly by teaching that focuses self-awareness, by inducing empathy with many kinds of people, real and fictional, and that confronts the student with some of the deficiencies of his own automatically adopted values, inducing conflict, and requiring decisions.

Again you see, conflict is good, providing the outcome and the decision is going to come out all right.

The next, and probably the most important of all, is the use of the teacher as a role model, as an identification figure.

I think we can almost universally say that every young person needs someone in their development to whom they want to be likened. They want to be like someone who is a scholar, someone who has high ideals of conduct and all, someone with whom they can say, "This is what I am going to be twenty years from now. This is the kind of person I want to be."

The great tragedy I think confronting us with the tremendous increase in enrollment in this country is that, with so many, how in the world are students going to find people on a faculty, an older person, with whom they can have this contact? It is difficult now, but with the increased enrollment it will get even more difficult. And it will be more needed than ever, and let me tell you why it will be more needed: Because the more enrollment increases, the more the population that is coming to college are going to be drawn from the society at large, which is going to be different than those being educated at the present time.

I mean, more of them will come from homes in which there are no books. They will come from homes in which they have not had the learning experience, and where they need this contact with people of real learning. I mean, you have a real problem, as the student tries to identify and tries to be like the professor or the counselor or the dean, you have the problem that at home he has a family who have the mores of our society, that the important thing is making money, the important thing is business, and he comes in conflict with his family because if he is going to identify with the people in the college, it means giving up some of the identification with father. What happens is some students rebel against their parents, and they become pseudo intellectuals. Some of them never get the values of the college, and some of them make the synthesis.

The solutions for this problem -- there are many. It seems that there is a question of having the use of older students, the seniors, to do some of the teaching, and the advisers. I could give you, as an example, Williams College where some of the better seniors -- where they have taken a step where good students can be some kind of a figure for the students to identify with.

At Princeton, the program has been going for a long time, in which every freshman has a big brother. It is considered an honor to be one of the big brothers.

You have six or seven students, the advisory system, like Dana Farnsworth worked out at MIT, where almost everyone involved in the faculty were involved with some students.

But I think that with this tremendous increase in population, we felt at the conference, and where these students are going to be drawn, they are going to be drawn more and more from homes in which they have not had contact with learning and books, and there has to be really a salient effort to find some way with which these people can come in contact with older people with whom they can be identified, and not that they are just someone up on a platform giving a lecture.

Another point in trying to bring this out is knowledge by the teacher, or factors in his own personality affecting his teaching. I think this is self-evident, that one's own biases, one's own prejudice, one's own experiences, may have a profound affect on how one reacts to other people, and this is particularly true with how one reacts with students.

If there is going to be a close contact with students, if one goes over this for a great number of people, it is going to be extremely anxiety-producing as they try to handle all these problems of students, and they are going to need some kind of group discussion with personnel directors, with deans and people who have had a great deal of experience with this already. Because the problem is so big, it would seem almost impossible for any psychiatrist or psychologist or dean of men to handle it. But it does seem that it would be possible that if the members of the faculty are handling it, particularly the younger people, that there could be some discussion with them about it. It is like one of the Dons at Oxford said, that the thing that had happened since he got knowledge of all the psychological and emotional factors, he used to fire a student, and go to sleep and sleep all night. Now he fired the same student, but then he could not sleep at all. (Laughter)

The next thing of course, we feel is some knowledge of the dynamic viewpoint of the family and the interaction between people.

This would give you some idea of some of the things we discussed. Dana has already alluded to the great differences throughout the world. If you think of North America, we have almost an extended family situation in which the student is turned over to us, as turning it over to a new family so to speak, and the thing continues.

This is not true on the continent. When the student goes to college, he is on his own there, and of course this is what makes Frenchmen and Dutchmen and Germans rather than Americans. I mean, that is their ideal. But the students there tend to turn to their own colleagues. They have all kinds of student organizations and so forth and so on.

In England, the English always seem to be in the middle. At a school like Oxford and Cambridge, every student has at least three people sponsor him, and the relationship in England is more like an older brother, rather than like a father looking after the student with whom he can identify.

These were just some of the questions, some of the areas in which we touched. I have not tried to cover all of it. We could talk about a great number of other areas, but I have tried to say something about the question of the student's search for identity that he needs in college, "Who am I? What are my goals?" so that we may have the student who has found himself. I think that is the best description of it. And if students get a little mixed up in this, get a good deal of anxiety as they re-examine their basic ideals, this is good, provided a college is the place where they can find in the college itself, in the faculty, people with whom they can identify, and as they re-synthesize this, come out and find themselves and become more mature people than they were before they had this particular problem.

The apathetic student is a concern of the people everywhere, and it is a concern because of the waste of human potential, and also because of the fact that we know that a great number of these students are going to be bitter many, many years later.

The challenge of the tremendously increasing numbers all over the world is going to be an exciting one, and the real

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The challenge of the tremendously increasing numbers all over the world is going to be an exciting one, and the real

problem is how can we salvage, or how can we bring the personal factors to bear on each student, so that they do not get lost in this great mass production, so that each student is an individual, is handled as such, and then can go on to his maximum development, not only academically, but as a person. (Applause)

DR. FARNSWORTH: Thank you, Dr. Funkenstein. I would like to make one correction. Dr. Funkenstein referred to the counseling system at MIT. I would like to emphasize that the counseling system there was worked out by the faculty, and not by any one individual. We tried to do it three or four years earlier, by an authoritarian way, and it does not work. Any system, or anything that we are talking about now, has to be worked out by the faculty itself. The faculty acts remarkably like the student body. It is very sensitive on having anything put over on it. (Laughter)

This reference that Dr. Funkenstein made to Dr. Erickson I think calls for one other comment which may be of interest. He said that a student may interpret a situation in which he is told by custom and tradition what he must do -- in other words, he has no choice. That may be interpreted by the student as freedom, but if he is confronted with a large number of choices in a complicated society, he may interpret that as enslavement to some dark faith.

This is a thing that we see so often in dealing with our students. They resent what we would like them to think of as "privilege."

We referred to the English several times, and some of you may have taken the viewpoint that really the English do not have very many problems of this sort. I am going to quote from a comment of one of our English colleagues, who was at the conference, and I will just read briefly.

"Great wit to madness, close akin.

"It was reasonable to expect that a university populace would exhibit an unusually high proportion of the more severe mental aberrations. Although many of the newly appointed physicians were becoming increasingly discomforted by the unexpectedly large number of cases they encountered, few people were prepared for Parnell's remarkable morbidity study at Oxford published in 1951.

"Parnell went through the records of most of the Oxford colleges to stress mortality and morbidity of a degree

receiver enough to cause a loss of a term or more in residence. He reviewed a three year period (1947, 1948, 1949), altogether covering a total of about 18,500 student years.

"There were 35 deaths in the series. The commonest cause of death was accidents, 17. But there were suicides. Though the small numbers impel statistical caution, Parnell pointed out that this represents a suicide rate eleven times that of the general population aged 15-24, and 17 times that of young men in the armed forces."

I bring this out to indicate that this is about what happens, or what would happen if you are talking to some of your older colleagues who say "we did not have these problems when I was in college. We were all happy, carefree, gay and happy." But you just start searching in their mind, and they will say, "Oh, yes, so-and-so did disappear. I heard later such-and-such happened to him."

The point is that our students are not going to the dogs. Our educational institutions are not becoming sanatoria, but we are becoming sensitive to a large area of the educational experience to which we had formerly been oblivious. One of our past masters at Harvard said what we are doing is verbalizing some of the thoughts and feelings which we have ignored previously. Now you may wonder why we who are in psychiatry are coming at this.

There is an old story that somebody reminded me of the other day, that we who are in psychiatry are a little bit like the man in the basement, furiously pumping water out of the basement and not having time to go upstairs and fix the leaky faucet in the kitchen.

So we think that our attempts to take care of problem situations constitute the wrong way of getting at this problem, and that instead we need to look after the leaky faucets, look after ultimate or antecedent causes, as referred here, to the fact that this whole program or method of approach that we are talking about is the business of all persons in the institution.

We also deplore -- and I am speaking I think for Dr. Funkenstein and myself, and those who share our general viewpoint -- we deplore the tendency to push problems of the kind that we are talking about here into a special corner, and having a few people take care of them because these problems are basic to all education. They are not specialized problems

which should be taken care of by a psychiatrist or chaplains or deans. This is a faculty's business that we are talking about, and as Miss Reppert points out, it is the business of student leaders also.

We need to have a huge network of inter-communication back and forth between all of us in the educational institutions. We will not get anywhere, I might add, unless we have the support of our people at the top. I do not think it is possible for a mental health program to get very far if the President has poor mental health, or the deans. (Laughter)

We may be able to circumscribe a few people who object to coddling, or who think that we are protecting the weak ones. This is an idea that has long since been outmoded. We are out to develop strength, integrity (if I can use that word at this stage of the game), independence, freedom from crippling anxieties, and not to prolong dependence.

Before we stop, I am going to cut in on the discussion and give a kind of summary in the way of some of the things that I have been hearing about the last two days here, and previously. But now we have a period of about an hour in which we will submit, the three of us, to your tender mercies, and open up whatever areas our rather scanty references of the Princeton conference may have developed in your minds.

DEAN HOCUTT: Dana, you have already alluded to this point, but I wish you would comment on what I regard to be the dilemma that the university health service psychiatrist finds himself in, in a conflict of responsibility to the student-patient and responsibility to the institution in determining, or in recommending whether this student should take a medical leave of absence, or should not take a medical leave of absence, because to remain in the university situation will speed his return to good health. I do not know whether I have made that clear.

DR. FARNSWORTH: Yes, that is a very clear statement of the dilemma, and I would make a statement in return, which is clearer as I express it than it ever is in reality. (Laughter) We would state it something like this:

If a student is genuinely desirous of continuing his educational program, and if his problem is quite a severe one, and he can secure the needed help at the institution, he should be allowed to remain, provided that he can keep his academic

work up to an acceptable level, and provided that he does not interfere with the welfare of other persons in the institution to a degree which may precipitate a bad academic record on the part of other students.

If he has a serious problem and is not motivated to do academic work, then one might as well solve the problem then and there by giving him his medical leave of absence, and letting him get his treatment and acquire his motivation elsewhere.

If he has done something which will reflect quite unfavorably, so far as public relations is concerned, then it may well be that the ball will have to be tipped in favor of his going away because of the effect on other students or his effect on the parents of other students.

Oftentimes this dilemma comes up. A student is not able to carry on his work satisfactorily. If he goes home then there is no possibility of his getting any adequate treatment because there is nobody to help him near his home, and so a compromise is frequently worked out at the schools with which I have been connected, so that we may permit a student to go on a reduced academic load for one semester usually -- hardly ever a second, but occasionally a second semester. That is a compromise that is sometimes helpful.

Along the same lines, I think it should be said that we on the professional staffs of the health services do not wish our academic colleagues to give any student any special favors in the form of a grade better than he earned, because to do that cheats the student of getting credit for good work which he may later do. He then has no standard to go by. If he has been given a grade because he is ill, then later on when he is recovered and has gotten a good grade, he does not know whether he has made it or not. The whole situation is confusing.

So any favor, shall we say, that is granted to a student should not be in the form of lowering the academic requirements.

Does that get at some of the answers to your question?

DEAN PETERS: Dr. Farnsworth, recently there was a study published entitled "College Freshmen Speak Out," and in that, freshmen attribute their lack of adjustment, in addition to poor orientation at the institution, to a situation in their

secondary school experience where they have been misled as to what to expect in college. Therefore, they are not ready to assume the responsibilities that the college expects of them. Have you touched on that at all in this conference that you had?

DR. FARNSWORTH: Do you want to try that one?

MISS REPPERT: Yes, they certainly did touch on that. In fact, there was a great deal of discussion just on that very point. It was agreed that in many cases there were things the matter with the high school counseling system, and that it would do well maybe to get something uniform out to them, that colleges could count on.

The problems are immense. There is variation. I did not feel the same way, from my own public high school, when I went into college. But many people I know do. Neighbors of mine, the person who lives across the hall, say. We tried to limit this to discussing college students, but this did keep creeping in, and recommendations we might have had, we did not go into on a completely thorough basis, because there was so much that came in with the college, but they certainly recognized this problem and recommended that sometime soon something very definitely be done about this, better counseling in the high schools.

DR. FUNKENSTEIN: I would like to say one word as a corollary of that. I have interviewed a number of students who have left college. They have not done well there, or at various institutions, and the amount of bitterness that they show in any intellectualism is just out of this world.

This brought up another problem related to the counseling in high school as to going to college. If a college finds a student is not satisfactory, when he leaves, the proper kind of exit interview, the proper kind of counseling, the proper kind of helping him find a job with a goal that he needs, is now of extreme importance, because when these people leave a university, for the majority of them it is a severe trauma to them. If you see these boys or girls a year later, they are very often bitter people. So there is a real job, not only in helping the freshman adjust, but those who cannot get along, whether it is adjustment academically or otherwise, to see that they leave college in the proper way.

DR. FARNSWORTH: I have heard a good deal of criticism of counseling programs generally, counseling in the secondary

schools. They can criticize our systems of counseling just as we can criticize theirs, but it did seem to us at the conference, and it seems to me personally, that so many of them have such a narrow concept of personality development that counseling becomes simply the giving of bad advice.

This is tragic, and this is something that we in the colleges can do something about, and we cannot do it just by blaming our colleagues in the earlier educational scheme of things, but rather of pulling together a literature, shall we say, which is easily available to them, so that they will have an opportunity to determine what some of the dilemmas are that are soon to be faced by their advices.

This is a very important area in which we can make a major contribution if we can decide what it is that we are trying to do ourselves.

PRESIDENT BALDWIN: We attempt to have an exit interview with every student who leaves the campus. One of our difficulties is that some of them pack their bag and steal away in the dark of the night. We cannot catch up with them.

We are now carrying on an attrition study, and we are much concerned about this 50 per cent drop out, which is throughout the country, and we have our share of it. What we are doing is to carry on a study through the psychiatrist. As you know, Dr. Darling and Dr. Somerskill is carrying this on, and we have an exit interview with every student who leaves the campus.

We are finding -- and I do not mean to jump the gun on this, because the study has not been written, and we have discussed it -- that there is no relationship between where a student lives and what his academic success is.

What I would like to ask Dr. Funkenstein is, have you found in all your readings that this is not true, that it does not depend on where they live as to whether or not they have academic success?

DR. FUNKENSTEIN: You mean where they live in the United States?

PRESIDENT BALDWIN: In the University, dormitory, rooming house, fraternity, apartment.

DR. FUNKENSTEIN: No, I do not know about that. The

only thing I know about living -- and I can mention the specific school -- is in Columbia. They have known for a long time (we had something to do with a study with them) that a student from a rural area, which they define as a town of 5,000 or less, does very well at Columbia. But whether they live in the dormitories or not, I do not know of any literature on that.

Whether it is true, and I would guess it might be, I do not know, at other large city schools for some reason, in some of these students they have followed up who have left Columbia for other reasons, have gone to other schools and are in rural schools, they are doing quite well. That is the only thing I know of.

DR. FARNSWORTH: Do you know if there is any greater problem among the commuters at Goucher than there is among the dormitory residents?

MISS REPPERT: The selection we have to make, because we have so many city applicants, puts the academic average of the city girls, as we call them, very much higher I think than the whole general dorm. I am looking at the number of Phi Beta Kappa selections made, city as compared to dorm students, and I certainly do not think they are at all hindered.

DR. FARNSWORTH: I can remember, and Jack Rule can correct me if his memory is different, that one of the worst places that we had at MIT after the war was students to live at old building 22, a barracks style housing, 12 students in a room. There were curious customs prevailing in that institution, such as people going through doors without opening them, you see, (Laughter) and pushing their heads through the walls to see what kind of an impact would result, because the walls were rather flimsy. All sorts of things went on, but when we tore the building down, there was a great deal of protest because of the sentiment that had been engendered about the friendships that had been formed there.

This is the point, the grades of the people who lived in this very poor housing were somewhat better than that of the general university average. We on the psychiatric side feel like the taxi driver in London, with the dirty windows. He said, I take my own foggy weather around with me. (Laughter) I think the students who come to school bring their psychological problems with them, and it really makes very little difference where they are living on the university campus.

DEAN KNOX: Dr. Funkenstein mentioned a moratorium. It was also mentioned as to the dilemma of choice. How about Uncle Sam's two years military service? Did this particular thing come up for discussion?

DR. FARNSWORTH: Yes, some people achieve a negative moratorium in a sense by getting involved in behavior which we refer to as juvenile delinquency. Others go to the armed services because there you have compulsory and irreproachable idleness, as Tolstoy says, (Laughter) in which the student becomes motivated, I think, by what I call the deprivation theory. He sees so little in the way of intellectual activity that he has time for his own ideas to settle down, and then he comes back and we say, "Look what the army has done for him." The army has done it for him because he simply needed time to settle down and mature.

This was discussed at considerable length. This is not a criticism of the army or the armed forces. When I say "army" I am referring of course to the armed forces. We did not feel that the army has some special key to unlock the door for special motivation.

DR. FUNKENSTEIN: I have had a year to look at a tremendous number of applicants from all over the country, and I am tremendously struck with this moratorium. We have among the best students, the people who go to college for one year, two years, do very poorly, go over to the service, and come back and they have done astoundingly well with us.

There are also students with whom we have had great luck tho take their moratorium in college. (Laughter) I will tell you about one of our students who went to college, to a very good college and you look at his grades and they are all Cs and Ds. He had to go to summer school one summer, and he tells me that he slept a tremendous number of hours, and he daydreamed in the library, that he really enjoyed himself socially, and he just could not keep his mind on anything. This went on for two years. Something happened after the end of this two years, and he finished off with all As. He is one of our best students. I think he was bright enough that he took his moratorium in his first two years of college, but he did not quite get put out.

I think it is pretty well known that it takes good judgment, but that in many people who cannot solve these conflicts, young people who do get a moratorium, get some respite and then come back very often. This is not all of them. It is like that old song about the fellow, "once a jerk, always a

jerk," even if he has been in the service. There are a great number of people who need time, and they do get it, and it makes a great deal of difference.

DR. FARNSWORTH: Along this line, I would like to throw in a point which is not exactly irrelevant, and that is the need for those of us who are interested in developing a proper environment for people to mature, not to pass judgment on those persons who are being somewhat either anti-social or a-social, or just plain making a nuisance of themselves in such a way as to increase their need to make a nuisance of themselves still further.

I can think of a student who is doing extremely well in one of our professional schools, who one year ago was beard grower. He went through a period of rather exhibitionist obscenity, anti-religionist behavior, of very obnoxious nature. No one over-reacted to it, but no one approved of it either. Finally he got this rebellion out of his system, and now he is doing a first class job, and is one of the finest individuals that I know.

I have seen this happen so often, and if we use, or if we mobilize a series of forces to try to make him conform to our ideas of what he should do, we make him do that too soon, then he keeps on and on. Well, you know of hundreds of examples from your own experience of how youngsters who are brought up in families that have a great deal of pride seem to indulge in behavior which is exquisitely designed to punish the parents in the most embarrassing way possible. They do that same thing to us as deans and college presidents and faculty members.

If somehow or other we can learn to tolerate them without encouraging them, then their antics cease to give them the kind of notoriety which they are for the moment seeking, and which they do not want consciously, but seem to want unconsciously.

DEAN JOHN R. WEIR (California Institute of Technology): Each of the panel members have talked about the necessity for better understanding of the student's needs and potential. I wonder if you have specific suggestions as to how this might be achieved? That is, what can be done to give students better understanding of other students, to give the faculty a better appreciation of the needs for the dynamic growth of students? How can we as deans get more insight into our students and into ourselves? Do you have specific suggestions or procedures?

DR. FARNSWORTH: The question is, how can we as faculty members, as deans -- and I will change this a little -- as student leaders, how can we obtain the necessary information, skills and so on to learn what students need in the way of emotional development? Is that roughly it?

DEAN WEIR: Yes.

DR. FARNSWORTH: This is the crucial question. It is the most important of any. This will require a longer answer, and I think all three of us will take a try at that. Dan, suppose you lead off on that, and then Jere, and then I will sum up. (Laughter)

DR. FUNKENSTEIN: First, I think there is no pat answer to this question, and I think it is something that we need a great number of trials on in various places, and we need to know how various people do it.

One great learning way, which goes on in a number of schools, is the so-called case conferences. In other words, once a week there are meetings at which any of the deans and the psychiatrist and everyone who has concern with the problems of students might have lunch together, or just meet, and at that particular time a specific student who is having specific problems can be discussed in great detail.

I think if those are carried out over a period of time, and particularly if one follows up and knows what happened as a result of what was done, I think that one acquires a great deal of knowledge by this kind of work over a period of years.

I think there are other ways. I think at some places they are now having groups of educators again discussing the problems that come up in the classroom with psychiatrists, psychologists, as a group once a week, again discussing what are the specific problems that come up in the classroom, and trying to work out some solution in that particular way.

I do not believe, and this is the same way in trying to teach medical students down there -- I think one needs a specific case, a specific instance to where it is a living experience of a specific student, rather than lectures and things like that. I think lectures may be of help, but I think the real thing is a discussion of specific problems and trying to work them out so that a series of cases over a long period of time will teach one a great deal. This is only my personal opinion, and other people may have different ideas.

DR. FARNSWORTH: I might add that the case method is much more worthwhile when the outcome is unknown than when it is a paper case in which you know that you can get the answer by turning the sheet over. That is, this quality of anticipation, anything may happen feeling, is one of the greatest stimuli to good discussion and good thinking. Much better than a dead case. Jere.

MISS REPPERT: Something like the case study has been incorporated into what we have at Goucher, called the leadership course for college leaders of the next year. It will start very shortly. It goes during this spring term for those elected to be leaders, house presidents in particular, next year.

I think this is definitely the same kind of case study that you just heard about, only the problem is getting enough of the cases, enough meetings to really make a dent in the students. If you go to five or six of these -- and we do not have time for many more of these leadership meetings -- you have gotten just a taste of what is really involved. I think this is a very good point. We are always taught caution in anything, in any advice we might give. I think students do realize they can do more harm than good in some of these cases, and we are taught to be careful, and where to go, who to go to next, before something that is more drastic may happen.

Then I remember at the conference specific interest in giving, say, to people in the physical education departments, a summary, not a short summary so that you hope they will read it, of signs, things they can look for in things that might be problems.

I realize this is certainly not anything as dynamic as the case study, but it may help, and it gives someone who has no idea of the psychological problems, something to go on.

Then too, for the general student body, extension or even re-evaluation of psychology courses. I think all you want to do in a general psychology course, which may tend more toward the academic side, but you can give students a broader idea of other students in a discussion course that would touch on sociology, psychology, biological sciences, where they would fit in. Something like this, which is certainly difficult to set up but which could be very popular with the students, would help them with their personal problems while they learn about other problems.

DR. FARNSWORTH: Jack, come up and give us the whole dope here.

DEAN RULE: We ran some seminars on case studies a few years ago at MIT. We got together a group of about 15 or 16 faculty members who were advising freshmen. We presented them with open ended cases, as Dana calls them, in which a situation is presented, a student did such-and-such, and at this particular instance in the situation some decision has to be made, and the case stops. The problem is to analyze the case.

Now, if you do this, a very curious thing happens. You get faculty members who are quite good advisers on the surface and have reputations for giving good advice, but they discover quite rapidly under this kind of a situation that they have been giving good advice, or they have been giving advice that somehow allowed them to get off the hook, if you want to put it that way. The advice had been fairly successful, but they had met no opposition or no one looked at the thing and said perhaps this was not the best answer.

In this kind of a seminar you go through three or four meetings, three or four times, when you have discussed a case, and the 15 or 16 faculty members in on the thing find this a very puzzling process. They do not feel anything particular is going on.

Well, about the fifth or sixth meeting a kind of insight arrives at which they suddenly become aware that they are 15 or 16 individuals, each one who seems to think that each one of these cases is a perfectly clearcut situation, the answer is simple, but all the answers are different.

Then you begin to look back, and we did this. You go back and look at the cases you talked about in the first and second seminar, and you become quite aware that your entire orientation to them, your opinion about them is completely different. You see all kinds of things in them that you did not see when you read them the first time. You see all kinds of hidden implications and possibilities in your entire presentation of the character structure of the students you are dealing with, that you never perceived before, because you had in general a tendency to look at a situation as one requiring an answer.

Out of this process, you eventually come to the conclusion that what you are after in advising is not answers but

awareness, a sort of empathy towards what is going on in the student, and that if you work in yourself the technique of becoming aware over a sufficient number of cases, you actually do increase your awareness to motivation, to the hidden structure that is in the student, and I think that the method does do a lot to help faculty members become better counselors.

PRESIDENT BALDWIN: How do you get those faculty members together?

DEAN RULE: Well we got them together simply by asking them to do it. It was extra time on their part. This is at MIT. We have a freshman advisory system in which we assign fifteen students to each of the 70 faculty members, in order to cover the whole class. The freshman advisory council is voluntary, and these were members who were asked from that group if they did not want to do this.

DR. FARNSWORTH: You see, this whole thing presupposes that you have a few eager beavers scattered throughout the faculty, like Jack Rule at MIT, in which a certain excitement by contagion comes along.

I will tell you how I got started in this whole field. It was because I went to the basement of Bretano's Bookstore in Washington during the war, when I was in the Navy. I read books even then. (Laughter) I came across one called, "Education for Responsible Living," by Wallace Dunham, then Dean of the Business School.

This book was so much better than the general education committee's report that there was just no comparison. It was made up of all the traditional platitudes. They are wonderful platitudes. They miss the main point of education, but that is all right. But Dean Dunham, as I talked with him later, said, "I was able to put the ideas that I had in this book because I did not have to put them through a committee. So I could speak more freely. You do not have to be so self-conscious about it."

Anyhow, this book set me to thinking. Here is an area, namely education, that I have been interested in all my life. It is another area of psychiatry that he did not consider, but he did consider human relations to a great extent. He was talking about responsibility, which has been a long-time theme, and so I thought, "Well, why isn't it a legitimate thing to look at education through the psychiatrist's eyes?" Then I

went back to Williams and talked to one of my friends who was a professor of mathematics, and he thought this was a fine thing and he talked to another friend who was an economist, and then we got another one who was teaching French, and so on. So we organized a group of 14 who met twice a month for the year, just to talk about how we could improve the quality of teaching and learning at Williams. Just as simple as that.

Then that led on to a whole series of things. John, would you come up and give some more answers to your own question?

DEAN WEIR: Well, I cannot say no to my father. (Laughter) I really had a question, Dana, because I feel that in the five or six meetings of this group that I have attended that we have never quite done as many things as we could about improving our own understanding, our own insight.

There is a good deal known about the procedures for learning, for modifying experience, for getting new ideas, new insights in group meetings, and I have felt that this organization has never taken advantage of this.

I have sat, as you have, for many hours listening, and feeling quite frustrated at not being able to participate. Thank you. I have a chance here to speak and to think about some of these questions that have been raised, and I do not believe that they stick with me unless I have a chance to say them. I feel that we have been denied this opportunity in most of our NASPA meetings by not having sufficient opportunity for each of us to express our own views and our own ideas.

I wonder if there are not methods by which we could meet in subsequent years, designed to develop more self-understanding and more insight on our own.

One of the things that I think we have not done is to get outsiders to tell us the answers to our questions. We did it this year with three student body presidents. We have done it again today with Miss Reppert. But these have been exceptions I think, rather than standard procedures in our previous meetings. There must be ways that we can get more understanding of our students shared among us by perhaps smaller discussion groups, maybe some case study seminars here during our conventions.

We have begun to have human relations courses in some schools, and this has been provided for undergraduates, or

graduate students. I wonder if we could not have such a thing for faculty members, for advisers? I wonder if the deans might not get together in groups of eight or ten, maybe from several schools in a close geographic community, and have some help in understanding what I think of as psycho-dynamics of human behavior.

There must be many things that we could do, and there must be things that you in the audience have had experience in that increase understanding, and I am sure that some of us like to do those things that you have done, if we just knew about them. Thank you.

DR. FARNSWORTH: This is getting right at the heart of the matter, the answer to this question, is how can we develop the educational institution, that we individually belong to, into an instrument of education, not of problem solving, an instrument of education in its totality. We know that some colleges are much better in developing character, integrity, responsibility, than others. This is not an accident. This is something which by giving thought we can alter.

DEAN GADAIIR: There is one thing that has occurred to me several times in the last several days. That is the problem facing the colleges as many new people are added to our faculties. I would like the gentlemen here in the room, as well as you at the table, to comment briefly on what you are doing in the realm of faculty orientation.

Now it seems to me that if the young lady, who I think very aptly spoke of using the backlog of student leadership in terms of helping in this matter, that we have as our responsibility faculty leadership in terms of leadership training of these new young people coming on to our staff who, after all, are more recently graduated from the college, who have made more recently the adjustment to higher education than we. Perhaps they are aware of many more of the problems that face the student in 1967 than we are.

Could we not then seriously consider a program of faculty orientation, new faculty members, carefully designed to use this great source in our mental health across the board?

DR. FARNSWORTH: Anybody want to comment?

DEAN JOHN F. MC KENZIE (Boston University): At Boston for the past three years we have embarked on just this kind of a

program, but not specifically beamed at leadership training, or leadership orientation for the new faculty, but rather at a basic orientation for the new faculty.

We are fortunate in having a conference center located well outside the city, and in a country atmosphere, where we take each September our new faculty members and their wives, if they have wives, for a weekend, a two day weekend, and we try to provide as objective and straightforward an orientation to the University and to the university community and atmosphere as we can.

Toward that end we have always included in the program a number of students to try to help to orient these new faculty people from a student point of view, as well as from a faculty administration point of view.

While I am on my feet, Dana, may I address a question to Miss Reppert. Before I do, I will qualify it a little bit. A day or two ago we had three student leaders from the local campuses participating on the panel. They were very well received and I think all of us enjoyed it, but our President -- and I will identify him for you, Miss Reppert, that is Dean Ted Baldwin of Cornell -- indicated afterwards it was an excellent program. There was just one thing missing, and that was a young lady, so we have brought you here to satisfy him particularly. (Laughter)

I would like to ask this question quite seriously. What, from your point of view as a student, and particularly with the experience of the Princeton conference in mind, would you suggest to us as a way to get over the traditional stigma that is associated in the minds of students with any counseling or anything in regard to help, that seems to form a barrier that the average student does not want to overcome? Are you familiar with what I am talking about?

MISS REPERT: Yes, I think I know what you mean. What I think you mean is the reaction of students against any help they might get from a dean, in particular.

This is certainly a problem, and while I feel it is not as great at my own college as it might be at others, it exists nevertheless.

We have a small student body, and this is going to eliminate a lot of the problem right there, so that our dean, any of our deans, any of the administration, know personally

the students. Generally they know their name and recognize them by their face. Right there, when you have a personal contact with the student you can right away develop a respect, and our people have developed this respect. Once you have that established, the problem is greatly lessened.

Where you do not have a large enough administration, too large a student body, it is very hard to suggest what you could do. At the conference we spoke of graduate students where you have them taking on some of this responsibility, but being guided rather strictly by the administration. But using students who seem to have a little more prestige and can get to know the student personally, because the personal contact is what makes the difference. Also, the success or failure of past counseling. Students know this, believe me. If you have been successful and have given good advice in the past, and seemed to be sympathetic, and have really helped people, they will come to you again. If you have not, well, you pay the consequences. (Laughter)

DR. FARNSWORTH: About time for one more question. The Chairman is cracking the whip on me and telling me we are going to have to close.

DEAN WANTMAN: I would like to make a comment, rather than ask a question, in view of the two or three comments made about counseling in the secondary schools.

I have the reputation of being the man in the back of the room for the last eleven years, and I guess I have the same role. I would suggest that, looking at the counseling setup in New York state in the secondary schools, I would say it is so far superior to that of the colleges that we ought not to be criticizing it. I think much that is done in the secondary schools is such that we can learn very well from them.

DR. FARNSWORTH: I think that is a very good point, because that group that you are talking about are really studying their own responsibilities, as near as I can see. I have not participated in any of it, but the college counseling situation, aside from a few places, is utterly chaotic, but that does not keep college people from criticizing the actions of the people in the secondary schools. (Laughter)

The poorest teaching I know frequently goes on in the colleges, yet we blame the good teachers in the secondary schools for not doing better.

DEAN GWIN: Following up along the lines of this comment and on George Peters' question, and this question here from the gentleman from Cal Tech, I realize of course that the counseling varies in the secondary schools, and I realize also that the amount of material available will vary, but I have often wondered, with the amount of material that is available in the secondary schools, where it has been accumulated for four years, if there is not any way at all that we can in college get this material.

I realize, of course, that the high schools are reluctant to give out information, but it seems to me where this information has been collected for four years, that it is just going to waste when it is left in a file some place, and the student comes to college, and we start over again new, knowing very little about the student.

Is there any possibility, or is anything being done at all in attempting to have this information passed on to the college? Is it relevant? Is the environment so different than the home situation in the secondary situation that this material would not be relevant to the college administrator?

DR. FARNSWORTH: I can answer that quickly, because of the time question. The material is relevant, it is extremely helpful, but the two institutions I have been associated with recently, some of the best information that we get comes from what the parents and the secondary school teachers and others in the community have said, and the more of that that we in the colleges can get, the fewer terrible mistakes we are apt to make.

I am sorry that time goes on so fast. I hope that you are consumed with curiosity about this whole matter so that you will press those of us who are in this field for more and more clarification as to how to bring to bear what we already know about personality development on the educational process as it is now being practiced. We are making use of such a small fraction of what is known that it is really tragic, and I share John Weir's view that we are not making use of it to the maximum extent even yet.

Well, I promised to make a few concluding remarks, which are not necessarily a summary so much as a summary statement about this whole problem which you have been talking about for the last four days, and which the three of us here are extremely concerned with, only we call it mental health, and you

call it something else, but it does not make any difference. It is the attempt to mobilize the best that is in every student. Hopefully we would like to drop our jargon as soon as possible.

I would like to maintain that the promotion of integrity in an educational institution cannot be identified with any one group, nor should it be a program which the college embarks on in a self conscious way, but rather it is an assumption way in the background. It is not an assumption that we have been making. It is an assumption that many of our educational leaders are still fighting against, but it is an assumption that we had better make, and make it as soon as possible, and one in which deans particularly are in a key position to make the assumption stick.

Also, the promotion of integrity in an educational institution cannot be based on the assumption that any person or group knows how it should be done. None of us know how to do it. We are groping in that direction, trying to find a way, trying to learn from one another.

It is unfortunate that in an area of endeavor that is so vital to all of us undue enthusiasm for individual points of view, often amounting to fanaticism, is so frequently shown. Daniel Defoe, writing of the plague in London, discussed the tendency of men to be reasonable and cooperative in matters of religion when the disease was widespread and hence a real personal threat. When life becomes easy, "breaches are fomented, ill blood continued, prejudices, breach of charity and of Christian union, so much kept and so far carried on among us as it is. Why we cannot be content to go hand in hand to the place where we shall join heart and hand without the least hesitation, and with the most complete harmony and affection -- I say, why we cannot do so here I can say nothing to, neither shall I say anything more of it but that it remains to be lamented."

Religious groups may be intolerant of one another, or of those who do not look with favor upon organized religious institutions, but such intolerance can be readily matched by that of very intelligent persons in all levels of society who are opposed to all religious teachings and who show their resentment of leaders of religious activities in many ways. While this is understandable, it is still unfortunate that all men of good will in our colleges cannot show more true tolerance toward those who hold religious views at variance with their own or even do not approve of religious faith at all.

Points of view as widely differing as those of the Roman Catholic Church, Christian Science, Latter Day Saints, the Methodist Church, Unitarianism, Judaism, agnosticism and atheism can and must be respected, no matter how much we may disagree with some of them, if we are to live together peaceably in a world with so many diverse elements.

Dean Harrison of MIT, in his new book, What Man May Be, points out that as much friction exists among the creeds themselves as between scientific beliefs and religious creeds. As he says, the friction occurs almost entirely in dogmatic ideas about the world of nature and can be reduced by tolerance. The intolerance of scientists is of a different sort from that of mystics, but it can be just as harmful. Science has no data on which to make any pronouncements on a problem such as that of immortality and a scientist has, therefore, no right to justify interference with the faith in immortality of a believing person.

Tolerance among men of good will in educational institutions may be on the increase, but it has a long way yet to go and needs encouragement. The greatest harm faculty members can do to students' development of values comes from some of their unguarded derisive comments about religion. One sarcastic sceptic on a faculty may destroy faith and instill doubt in hundreds of students, confusing them unnecessarily, unless his influence is neutralized by warm, understanding, sympathetic and wise counsel from the majority of the other faculty members, together with their examples as sincere, straightforward, thoughtful citizens of the community.

Now, here is a problem that I would like to call to your attention, which we are usually afraid to do anything about.

For those who would place strong reliance on religion as an aid in promoting integrity in college, the varying approaches to religious activity present confusing problems. Very few persons are critical of the professed aims of most religious organizations. Those who pursue their ideals in a quiet reasonable manner, with respect for the opinion of those who do not agree with them, do much good and very little harm. Other groups and individuals, however, frequently make their way onto college campuses, conduct aggressively militant services, strive to "convert" individuals, and depart after a few days leaving a trail of seriously confused and distressed young men and women for the college deans and psychiatrists to straighten out as best they can.

It is often very difficult to predict in advance what persons or groups will produce in students this undesirable state of confusion and frenzy. The damage they cause to the advancement of true religion is tragic, yet administrative bans on their activity may result in grave difficulties also.

(Laughter)

Now, in some institutions, the student tradition of independence may become so strong that any attempt on the part of the administration to encourage responsibility is resented. This resentment may take the form of eccentricity or sloppiness in dress or behavior. Attempts by college authorities to enforce conventional dress are notoriously ineffective. Likewise pressure by parents either directly on the students or indirectly through college officials has almost no effect. Yet these customs may result in harm to the college, repulsing students who are more capable and have higher tastes than those now in the college concerned.

As population pressures increase and more and more of our young people are brought up in an urban center, strongly competitive attitudes are expressed. This may result in the growth of the general idea that to get ahead without getting caught is the greatest good. Pressures from parents, family tradition, and social customs lend themselves to the abuse of competitive attitudes. A college which has a considerable percentage of students who practically make a career of rebelling against authority may have great difficulty in getting across its basic ideals to these as well as to the other students.

One college president friend of mine, in commenting on these people, said, "I think we ought to take a few of them, but I do not think we ought to take all of them." (Laughter)

This is a growing problem, and you can identify it, but I would not for strategical reasons. But we have more and more persons who are brought up in homes where there are no values, where there are no standards, where the parents and all other role models have materialistic goals, and these youngsters come and they can really rip us apart. We have to take stock of how we can change those individuals, because they are good youngsters at heart -- change them give them some values, and we cannot do that by way of the dean's office or the psychiatrist's office. This is a job that can be done only by mobilizing the entire institution, and particularly mobilizing the opinions, traditions, customs of the students themselves. We cannot change student opinion directly. We can

only help the responsible student leaders change it.

Excessive attitudes of competition, particularly among the premedical students, are causing some of us a great deal of distress. I know that in our own school some of the behavior of the premedical students would lead us to suppose that they were going to be very unethical physicians. It is because they are pressed very hard with the idea, you have to make good grades in certain courses in order to get into medical school, and so do not tell your student colleague the right answer, because he might get a better grade than you do. Wear him down a little bit. Tell him the wrong day for the test. Anything of that sort to get ahead. (Laughter)

Now, the students get over this when they get into the atmosphere of the medical school where conditions are somewhat better. This is not a criticism of any person concerned, but rather a criticism of the idea that some of the things we do as institutions have devastating affects on the values and standards of our students, and they deserve to be studied.

Another way of looking at this matter of promoting integrity in the school is to look how the various groups within an institution develop power and influence over the other groups. It seems to me to be a general principle that an educational institution is soundest when no one individual or group has complete domination over the others. Thus the president can be checked by the trustees when he misuses authority. The faculty can exert either positive or negative pressures on the president and trustees, and the alumni and parents can operate on all these groups, and then of course, the students can. Authority may be delegated to the student government, and if it exercises it in a responsible fashion, it may increase to the point that the students feel that this authority is one of their rights, rather than privileges. The attainment of too much authority by any one group may result in abuses.

Then, when this authority is misused and you try to get back some of it, you find the whole matter of student riots and various kinds of behavior that alienates public support.

Now let us raise this question. Is a college justified in judging a student in any other way than by grades on his academic courses and by his not having done anything bad enough to justify dropping him from the college rolls? This is a controversial issue in any academic group. You can just raise that one in a faculty meeting, if you want to get home with your supper all cold. (Laughter)

Great dangers may be seen in the adoption of any consistent policy either of judging students on their conduct and integrity or of refusing to pay any attention to anything except grades and gross anti-social behavior. If an attempt is made to encourage proper behavior by the potential threat of refusal by the institution to keep the student on its rolls, is any real gain likely in improved motivation of the student? The general principle that legislation can be made effective regarding behavior but cannot alter attitudes is of some relevance here. Dropping a student because he was not a good citizen or because he had ideas of which the college community disapproved might create enormous antagonism on the part of many other students but it would be even more likely to pave the way for abuses of power by persons who might not be capable of using it wisely.

There are many other kinds of pressures toward excellence which an institution may use which do not appear to have undesirable characteristics. Emphasis by admissions committees on character traits and behavior will not go unnoticed by younger future applicants. More careful attention to letters of recommendation by every one in the colleges who are called upon to write them will produce favorable attention to qualities of integrity.

You see, we are afraid to write the truth in most of our letters to our colleagues. We have to let our colleagues judge whether the letter says anything or not by what we do not say, rather than by what we do say. Somehow or other we have to develop ways and means of making a reputation of the student mean something, even if it has to be by what we do not say.

The development of student and faculty traditions of giving approval and esteem to those who make honest attempts to take proper advantage of their college opportunities deserves attention. All too often the student who achieves the most prestige in the eyes of his associates is the one who has displayed a type of behavior not particularly conducive to satisfying living in the community. There seems to be no question but that colleges have definite personalities of their own, fully as individual as those of persons. Each one tends to emphasize certain points of view, whether it be with regard to athletics, religion, social prestige or intellectual power.

In a sense the whole college community with its traditions and customs, is a single instrument of education, often designed without conscious intent, to achieve certain ends. The power of tradition can be deflected from an undesirable course only slowly and with enormous effort.

Here is where group processes are of great importance. And this is part of the answer to your question, John. If we understand this sort of process by which opinion can be mobilized, by which groups can interact, by which the emotional component can be recognized, if this is acquired by a fairly large segment of the college, both in the faculty and in the students, and then communication is kept up, then inevitably, those of us who believe in education feel that the good ideas will triumph over the bad ideas, paraphrasing Thomas Jefferson here, if we really believe in what we are doing.

You see, we are combatting the influences of nearly all our mass communication media. H. L. Mencken said no one ever went broke underestimating the tastes of the American public. (Laughter) If we somehow or other believe in what we are doing and can pass that on to our students, they will find that it is better to be satisfied than to be excited. That is, that the real values in an educational institution have greater appeal than the shoddy stuff that the great majority of our communication media are forcing on us for reasons involving materialistic philosophies.

If a college wants to promote the kind of environment in which mature and responsible attitudes are developed in the students to the maximum extent, a great deal of behind-the-scenes work is necessary, first by those who deal with people at the point of their relations with one another, then with those who have primarily concerned themselves with subject matter. An emotional environment which encourages self-acceptance, respect for others, and awareness of group processes as an aid to changing attitudes, is necessary.

There is already enough knowledge available about how curiosity is heightened, character strengthened, and conflicts resolved, to permit a virtual revaluation in our educational methods if only we could put this knowledge to use. But knowledge alone is not enough. Insight into one's own emotional reactions and those of others can be acquired or improved, though with some people it seems to be inborn, and in others any attempt to develop it appears hopeless. But there is an increment there that can be improved upon. Some of us can still learn. As Dean Tell said, the common idea is that you cannot teach an old dog new tricks. But there are some tricks that only the old dog can learn. (Laughter)

The crucial question is, do we want to broaden educational goals to include it? Thank you. (Applause)

CHAIRMAN SHAFFER: Miss Reppert, Dana, and Dr. Funkenstein, I think the applause and attention of the audience this morning says thanks better than we could do it. I have been wondering how we could have these high-powered people come to the meeting. We have had Dana now three times. I have just learned that the Harvard Press is bringing out a book by Farnsworth and Funkenstein on "Psychiatric Observations on Deans of Students," and that the members of this Association figure prominently in the book. So you be sure to look for that. (Laughter)

Miss Reppert, there is a politician outside who wants to speak to you on the way out. He was tremendously impressed by your advocacy of salaries for college students. (Laughter)

There is a guest in the audience this morning, and I have not presented her previously. Mrs. Reppert, would you stand and let me present you to the group? We appreciate your coming very much. (Applause)

Since we have two psychiatrists present to help your frustrated souls, we are going to hold you right here. We have about five minutes worth of very important business, mostly important announcements, so we will swing right into the business now, and I am calling on President Ted Baldwin for that session. Sergeant-at-Arms, hold the door steady. (Laughter)

... President Baldwin assumed the Chair ...

PRESIDENT BALDWIN: Thank you very much, Bob.

We promise you this will be very short, and I am not going to say all that I feel about our appreciation to you three members of the panel who have come here this distance to be with us, but it certainly has left a good taste in my mouth. I do not know if the rest of you feel the same way about it. (Applause)

Having two daughters of my own, I thought we ought to have some representation from the feminine side, so I am pleased on that score too. We have a joint office of the Dean of Men and Dean of Women, so I have to uphold that flag and wave it once in awhile.

I was reminded here, and I am not going to go into great detail, about the professor who dreamt that he was teaching a class, and suddenly he woke up in a cold sweat, and he was. (Laughter) That is about the way I feel about this job that I have had.

As we have gone along here with our various problems, also you have heard about the preacher who went down to a southern place and apparently he had had a hard time because each preacher prior to that time had been there only for one year. So this man went down, and apparently he thought he had done quite a job. So for the first time in about six years, they asked him to come back a second time.

After the year was over he went to his Board of Deacons and he said, "I am just interested to know why you have asked me back a second time. I know that others who have been here before me have been here only one year, year after year. So I would like to know."

They said, "Do you really want to know? We don't really want to tell you."

He said, "I would really like to know."

So the older Deacon finally said, "I will tell you. Down in these parts we don't want no damn preacher, and you come nearer to it than anybody we have ever had before."
(Laughter)

I also feel that way about the presidency I have had here, and I have learned that over the course of the year, and as you know, we have had only a ten-month year to work in, and I do want to say a word today about my appreciation to Fred Turner for the grand work he has done, and I know he has written a lot of letters that I probably should have written, but I did not know how to write them, or to whom I should write.

John McKenzie, who spoke, deserves a great deal of credit for the work he has done. I do not know if you have known that he has been working behind the scenes. We have had two or three long sessions. He drove down from Boston to Ithaca in a snow storm, and we spent sometime together. That went on during the course of our conversation, trying to plan some of this program, and part of this program here today, incidentally, so that brings us back to that.

Carl Knox has also done a grand job on this registration, and you have not seen much of that. He has also been aided by his wife and, needless to say, also Hazel, whom all of you know, Fred Turner's secretary.

Ed Cloyd deserves a great deal of credit for the work

he has done in helping to plan this, and he worried us a little bit. We were all worried when we found that we could not meet in Raleigh, that we were going to compete with the politicians taking all the places in the hotel, but I think we found our accommodations in this hotel about ideal.

I should also say, Leo Isen, as you know, does a grand job, and one of the nicest things about it is that if you have not been at some of the sessions, and I know some I have missed, and some are not here this morning, but I do not feel too badly about it, because they tell me, and I found this true myself, that they pick up the proceedings that Leo has written down, and we are able to read them through and find out all these things, and read them over at our leisure. Most of these things move so fast that my mind does not work quite that fast on some of them. Consequently, we are able to sit down and study them over at our leisure and find out some of these great words of wisdom that have been passed forth on this platform and others during the course of our time.

I should also say, Fred very casually gave me this gavel, which he brought down with him, and I said thanks, and I did not open the books. When I opened it I found on here that it has my name written on it, and apparently this is mine. So our new President will come by one of these gavels later on, and I appreciate that gift. You fellows paid for this, whether you know it or not, and I am grateful for that. I shall use it also when I get home on some of the students who may be a little unruly.

We have gotten a grand idea here this morning, and I know that many of you are going to carry some of these comments back with you, and these ideas. It is true, as has been mentioned by John this morning, that we can get together. We do have a group who get together called the "Expendables," in upper New York state, and we sit down for about a day and a half. We go through a lot of problems. We just mention them, down the line, that these are the problems we want, very similar to the Allerton conference. After we have gone through all these problems and things we want to discuss, we take a vote and see how many want to discuss this one, and this one, and then we pick the ones with the largest votes and discuss those first. Someone acts as a chairman one session, and we cut it off and pick up another. We do not come away with all the answers, but we come away with a lot of good ideas, and many of the ideas we discuss are the ones that Dana and Jere and Dr. Funkenstein have discussed, and we know we do not have

the answers, but at least we do not get too glib about our comments. We know that we should be humble, and we are. We do not have all the answers, but we do know that there are a lot of things yet to learn.

To finish this up, you probably know that the next meeting of this organization will be next year at French Lick, Indiana, which has all been planned by Bob Shaffer, who has also been doing a grand job. I could mention all the members of our executive committee likewise, and many of the committees who have done a grand job through this conference. We want you to know that we do appreciate it. This has all been arranged for next year at French Lick, April 13, 14, 15 and 16, which is the same combination of days as we have here, Sunday, Monday, Tuesday and Wednesday, April 13, 14, 15 and 16. Will you get that on your calendars, so that you do not have to wait for further communication.

The following year -- I do not know whether this is in order, Fred, for me to tell what the Executive Committee has done, but we have been in two sessions, and we have been a little bit punch-drunk, particularly on the second one that ran well after midnight last night. That conference in 1959 will be in Boston, probably about the third week in June. Les Rollins is already making preparations for that, and we will be able, we hope, to live at the Harvard Business School, where you may be able to bring your families and even the children can be parked. We have enough area there so we can put them in soundproof rooms off to the side, if there is a question about that. (Laughter)

I believe that covers the general area that I have in mind here. We would like to know one more thing, on the evaluation of this Conference. We are not going to ask you to fill out questionnaires, but we would appreciate it if you would, when you have a chance, and do not rush when you get home -- you will have some letters to answer, as we all will, but as you have a chance to think this over, write down your comments. We do not want to hear everything you liked. We would like to know you liked things, but on the other hand we would like to know what you did not like, and what you have as suggestions for next year. We think we know it can be improved upon.

I am sure your new President has many ideas. The committees and commissions we have established are already at work, and there is going to be very little change over on them, and I am sure that we will have a grand contribution to make.

But we hope that you too will write in to us and tell us what you did not like about it. We do not want you to scratch our back. That is not the point. We would like to know what you did not like, and how we can improve this, because for my part, I believe this is a grand organization and it is nearest to my heart, and we would like to hear what you have to say about it. If it is bad, let it come. That is my business, as it is yours. You get those letters every day in the week. I would not try to defend anything, but I will certainly appreciate anything that you write to us, and tell us, so that we can make the next Conference which we have out at French Lick, the best one we have ever had, and so on down.

Sometimes I cannot imagine how some of these Conferences can get any better, but I like to think they do. When we are so close to the woods, we do not see the trees always, but at any rate, we think this one has been pretty good. I am enjoying it, and I am enjoying the end of this more than anything else. Thanks very much. It has been a grand pleasure to be with you and try to serve you.

I hope you will plan on being at French Lick next year, and I am sure you will give your new President, Don DuShane all the support he needs. He certainly has a good working force ready to go to work, and as a matter of fact they are already in high gear.

Fred, did you have any announcements to make?

SECRETARY TURNER: One announcement, Ted, and one comment. You mentioned Leo Isen's good service with us. You might be interested to know this is Leo's 20th year with this organization, and those who are new in the organization will discover that the verbatim report of this Conference will be in your hands probably within a month, the whole works. So do not worry about writing up your own notes on it.

The other thing is this, those who are mid-western people, and anyone interested, the 10th Allerton Conference will be May 29, 30 and 31, Wednesday afternoon, Thursday and Friday morning.

PRESIDENT BALDWIN: Any more announcements? Any discussion? If not, we stand adjourned. (Applause)

... The Conference adjourned at eleven-thirty-five o'clock ...

APPENDIX A

REPORT OF THE SECRETARY

June 1, 1956 to April 1, 1957

To The Officers and Members Of The Association:

Your Secretary submits the Annual Report of the Secretarial activities (to which is appended the report of the Treasurer) for the period June 1, 1956 to April 1, 1957.

Membership in the Association:

The membership has increased for the eleventh consecutive year, and at April 1, 1957 stands at an all-time high of 281. The analysis of the growth for the year is:

Membership at June 1, 1956	272
New members approved since that date	<u>12</u>
	284
Memberships discontinued	<u>3</u>
TOTAL membership at April 1, 1957	281

Member institutions are in all 48 states, the District of Columbia, Alaska, Hawaii, Puerto Rico and Canada.

The three institutions discontinuing their memberships were Culver-Stockton College, Canton, Missouri; Huntington College, Montgomery, Alabama; Parsons College, Fairfield, Iowa. Their resignations were presented because of lack of ability to participate actively in the Association's work.

New Members of the Association:

Twelve new memberships have been approved during the period, all having applied, qualified, and been approved by the Executive Committee.

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
American International College	Springfield, Mass.	Charles Gadaire, Dean of Student Activities
Calvin College	Grand Rapids,	Philip R. Lucasse, Dean of Men
Chico State College	Chico, Calif.	John L. Bergstresser, Dean of Students
Creighton University	Omaha, Nebr.	Austin E. Miller, S.J. Dean of Men

General Motors Institute	Flint, Mich.	Robert S. Yoke, Head of Student Relations
Hardin-Simmons University	Abilene, Texas	Jack V. Collins, Dean of Men
New Mexico College of Agriculture & Mechanic Arts	State College, New Mexico	Philip S. Ambrose, Dean of Students
Polytechnic Institute of Puerto Rico	San German, Puerto Rico	Boyd B. Palmer, Dean of Men
State Teachers College	Troy, Alabama	John W. Stair, Dean of Students
Upsala College	East Orange, New Jersey	Harold S. Carlson, Dean of Students
Wagner Memorial Lutheran College	Grymes Hill, Staten Island, New York	Robert B. Nemeschy, Dean of Men
Washington College	Chesterton, Maryland	Albert S. Hill, Dean of Students

In addition, three additional memberships are in process and will probably be approved during the Conference.

Your Secretary reports more correspondence in regard to new memberships than in any previous year, and a definite surge of interest in membership in the Association.

Deaths of Members, Former Members and Associates:

Your Secretary regrets to report the deaths of two former members of the Association which occurred.

Dean Raymond Aylsworth, Eureka College, Emeritus, at Worcester, Massachusetts on May 31, 1956.

Provost Samuel T. Arnold, Brown University, Providence, Rhode Island, December 12, 1956. Provost Arnold served as Dean of Undergraduates at Brown from 1930 to 1937, and continued his interest in the Association through the years.

Appointments, Promotions, and Changes:

While we have had numerous reports of appointments, promotions, and changes, we are convinced that our information is so incomplete that we make no attempt to report these changes to you.

Retirements:

Five members who have given long and distinguished service to their institutions and the Association have retired, or are retiring this year:

Dean E. L. Cloyd, North Carolina State College
 Dean S. E. Crowe, Michigan State University, who retired
 as Dean of Students in 1950, now retires as Director
 of the Concert-Lecture Series at Michigan State.
 Dean J. B. Jackson, University of South Carolina
 Vice President J. H. Julian, University of South Dakota
 Former Dean of Men, and after 50 years of service,
 Dean J. J. Somerville, Ohio Wesleyan University.

Representation at Conferences and Meetings:

The Association, on invitation, has sent representatives to numerous conferences and educational meetings:

American Council on Education
 National Education Association
 National Association of Collegiate Registrars and Admissions
 Officers
 National Association of Deans and Counselors of Women
 American Personnel and Guidance Association
 National Association of Foreign Student Advisers
 Association of College Admissions Counselors
 Conference of Orientation Week Directors
 National Conference on College Fraternities and Societies
 Association of College Honor Societies
 National Independent Students Association
 National Interfraternity Conference
 United States National Students Association
 Southern Personnel Conference
 Ninth Allerton Conference
 National Housing Directors Conference
 Association of College Unions
 Council for Financial Aid to Education
 National Safety Council Conference
 Various Inaugurations, and other celebrations.

State and Regional Conferences and Workshops:

Several state conferences have been reported but we are sure this report is far from complete. Of considerable significance is the growing number of regional conferences with such reports coming from the Southern Deans at Auburn, Alabama,

The Western Conference of NASPA Deans at Berkeley, and the Mid-western Conference at Allerton.

The important national and regional conferences sponsored by the Association through its Commission III, and with the aid of the Carnegie Foundation will be the subject of a special report, by the Chairman of Commission III.

Publications:

The Proceedings of the 1956 California and Stanford Conference, 286 pages, were published and distributed directly from Chicago by our reporter, Mr. Leo Isen, and were mailed out complete less than three weeks after the Conference had ended. We believe this is a record for this Association, or for any association of this character.

Five regular and special news letters have been distributed, which is a reduced number, and which has caused your Secretary considerable concern. More material was available but lack of secretarial assistance and time in which to prepare the copy caused the shortage of news material being mailed.

A new pamphlet of 40 pages "College Housing" has been printed and distributed by the Educational Division of the American Institute of Architects, with our Association as one of the Cooperating Associations.

Placement Services:

Since 1955, Dean Arno Nowotny of the University of Texas, has served as Placement Officer for the Association. During this period, 33 new placement listings have been mailed to all members of the Association -- Numbers 397 through 429 inclusive. The Placement Service is enjoying the greatest activity in its history at this time.

Membership on the Executive Committee:

Following the California meeting of 1956, at which time the members of the Executive Committee were named by Chairman Baldwin, Dean George K. Brown of St. Lawrence University was named as a member of the Committee to replace Dean W. Storrs Lee of Middlebury College, who has left that institution; Dean Anthony O'Flynn, Loyola (New Orleans) resigned from his position on the Committee in October, due to a change in his duties, and Director Joseph A. Rock, Georgetown University, was named for this vacancy.

Meetings of the Executive Committee:

Three meetings of the officers and Executive Committee were held during the year:

1. June 22, 1956, at the Claremont Hotel, Berkeley, California
2. October 14, 15, 1956 at Allerton Park, Monticello, Illinois
3. November 29, 1956 at the Cornell Club, New York City.

This meeting was followed by a dinner at the Hotel Waldorf, arranged by Assistant Dean J. Leslie Rollins, with the compliments of and with the officials of the Bulova Watch Company.

In addition, there have been numerous communications by mail and telephone with all officers and members of the Executive Committee involved.

Change in Place of the 1958 Meeting:

Dean Robert Shaffer, Indiana University, was unable to schedule dates with the French Lick Sheraton Hotel at French Lick, Indiana, for the 1958 Conference. The Executive Committee approved the moving of the 1958 Conference to the campus of Indiana University, with the dates, March 26-29, 1958.

In Conclusion:

Your Secretary has concluded his twentieth year as Secretary-Treasurer of the Association, and has endeavored faithfully to execute the instructions of the officers and directives of the annual conference. We should mention the great assistance which has been rendered in this work by President Frank Baldwin, immediate past President John E. Hocutt, Conference Program Chairman John McKenzie, and Host Dean E. L. Cloyd.

Your Secretary would respectfully report that he has been dissatisfied with his work for the past year, does not feel that circumstances have permitted it to be as effective as it has in the past, and expresses some concern for the future. The Association has grown to such an extent that the Secretarial work has reached the stage where some changes may have to be made in order to make the work effective. For example, more than 2,000 pieces of mail have been sent out in connection with the coming conference, which as an "extra-curricular" activity, becomes a formidable task.

We have been able to conduct the business of the Association thus far as a labor of love and affection, and with

the help of all officers and members, would like to see it continue in this way. Perhaps we are nearing the stage where a different type of management may be necessary, if we are to continue to be an effective Association in this field.

Respectfully submitted,

FRED H. TURNER, Secretary

TREASURER'S REPORT

RECEIPTS

Balance on hand June 5, 1956	\$ 3,418.94	
California Conference Receipts	3,822.00	
Dues Collected 1957-58	60.00	
Dues Collected 1956-57	4,955.00	
Dues Collected 1955-56	200.00	
Dues Collected 1954-55	30.00	
Receipts from Sale of Proceedings	81.00	
Receipts - mailing list for News Letter	3.00	
Bulova Grant	<u>1,000.00</u>	
		\$13,569.94

DISBURSEMENTS

California Conference - 1956	3,663.00	
Reporting & Mimeographing 1956 Proceedings	2,395.57	
Expenses - Executive Committee Meetings	77.06	
Expenses - Attendance at American Council on Education Meeting - Dean Gardner	60.59	
American Council on Education Dues	50.00	
Magazine Sub. & Publications for distribution	65.50	
Stenographic Service	300.00	
Stationery	110.00	
Mimeographing	45.88	
Postage	183.01	
Express	9.05	
Telephone and telegrams	52.71	
Bank Debit	1.99	
Secretary's Allotment	100.00	
1957 Convention Expenses - badges, gavel & ribbons	<u>38.84</u>	
		\$ 7,153.20
BALANCE ON HAND MARCH 30, 1957		\$ 6,416.74

APPENDIX B

OFFICIAL ROSTER OF THOSE IN ATTENDANCE AT

DURHAM, NORTH CAROLINA

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Allen, James G.	Texas Tech. College	Dean of Student Life
Almli, Mark	St. Olaf College	Dean of Men
Anfinson, Rudolph D.	Eastern Ill. State Col.	Dean of Students
Anthony, Mark	Kent State University	Asst. to the Dean of Men
*Armstrong, Roy	Univ. of No. Carolina	President Elect AACRA
Atkins, H. Pearce	Univ. of Rochester	Dean of Men
Baker, J. N.	Okla. A.&M. College	Dean of Stu.Affairs
*Baldwin, Frank C.	Cornell University	Dean of Men
Bargh, George H.	Chi Psi Fraternity	Director of Scholarship
Batts, William O., Jr.	Vanderbilt University	Acting Dean of Stu.
Beaty, R. C.	University of Florida	Dean of Stu. Pers.
*Biddle, T. W.	University of Pittsburgh	Dean of Men
Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
Blackburn, John L.	University of Alabama	Asst. Dean of Men
*Blaesser, Willard W.	University of Utah	Dean of Students
Boggs, Robert L., S.J.	Loyola University	Dean of Students
Boldt, A. W.	Univ. of Florida	Asst. Dean of Men
Bosworth, E. F.	Oberlin College	Dean of Men-Retired
Brewer, R. G.	Florida State Univ.	Director of Residence for Men
Brittain, R. L.	University of Georgia	Counselor
Broadbent, T. L.	U. of Calif. Riverside	Dean of Students
Brown, C. William	Ill. Inst. of Tech.	Asst. Dean of Students
Brown, Warren O.	Univ. of Ill.-Chicago	Assoc. Dean of Students
Brugger, Ad.	UCLA	Asst. Dean of Students
Burnside, Boyd B.	University of Tempe	Dean of Men
Burris, Russell W.	Indiana University	Asst. Dir. of Counseling and Activities
Burts, Richard C., Jr.	Mercer University	Dean of Men
Cameron, Alexander R.	Lawrence College	Dean of Men
Carlson, Harold S.	Upsala College	Dean of Students
Carr, Jimmy	Florida State Univ.	Assoc. Dean of Men
Carroll, Monroe S.	Baylor University	Provost
Chandler, L. E.	Southeastern Col. (La.)	Dean of Div. Stu. Life
Clark, T. C.	Teachers College Columbia University	Assistant Provost
Clevenger, J. C.	State College of Wash.	Dean of Students
*Cloyd, E. L.	N.C. State College	Dean of Students

*Colbert, J. P.	Univ. of Nebraska	Dean, Div. of Stud. Aff.
Collins, Jack	Hardin-Simmons Univ.	Dean of Men
*Congdon, Wray H.	Lehigh University	Dean of Students
Copple, Lee	Hanover College	Dean of Men
Corson, Louis D.	Univ. of Alabama	Dean of Men
Coutts, Alan	Univ. of Vermont	Dean of Men
Cox, Robert B.	Duke University	Dean of Men
Crane, Robert M.	Miami University	Asst. Dean of Men
Craven, Clifford J.	Univ. of Oklahoma	Dean of Students
Crenshaw, Joseph W.	Pratt Institute	Dean of Students
Crosby, Howard J.	Rutgers University	Asst. Dean of Men
Curtin, Edgar G.	Rutgers University	Assoc. Dean of Men
David, Ben E.	Univ. of Miami	Dean of Men
*David, William M., Jr.	Western Maryland Coll.	Dean of Men
Davis, George E.	Purdue University	Dir. Div. Adult Educ.
*Deakins, Clarence E.	Ill. Inst. of Tech.	Dean of Students
Dean, Miles T.	Florida State Univ.	Counselor to Men
DeMarr, Fred 'k S.	Univ. of Maryland	Asst. Dean of Men
Dowd, Frank J., Jr.	Univ. of Rochester	Dir. Residence Halls
Dowling, Leo R.	Natl Assn Foreign Stu.	President
Dull, James E.	Miami University	Asst. Dean of Men
*Duggan, Leo F.	Michigan Tech.	Dean of Students
*Dunford, Ralph E.	Univ. of Tennessee	Dean of Students
DuShane, Donald M.	Univ. of Oregon	Dean of Students
Eaton, Paul C.	Calif. Inst. of Tech.	Dean of Students
Emmet, Thomas A.	Univ. of Detroit	Asst. Dean of Men
Enwright, Parker F.	Univ. of Miami	Asst. Dean of Men
Eppley, Geary	Univ. of Maryland	Dir. Student Welfare
Farnsworth, Dana L.	Harvard University	Dir. of Univ. Health Services
*Farrisee, William J.	Stevens Inst. of Tech.	Dean of Men
Ferner, David C.	Univ. of Rochester	Dir. Student Activ.
Fisher, Edgar J.	Amer. Friends of Middle East	Consultant
Fletcher, Richard R.	Sigma Nu Fraternity	Executive Secretary
French, Arden O.	Louisiana State	Dean of Men
Fulton, Dudley G.	Northwestern State College of La.	Director Student Relations
Funkenstein, Daniel H.	Harvard University	Clinical Assoc. in Psychiatry
*Gadaire, Charles R.	Amer. Intl. College	Dean of Stu. Activ.
Galbraith, M. J.	Univ. of Ill. Professional College	Dean of Student Affairs

Gardiner, Robb G.	Univ. of N.Hampshire	Assoc. Dean of Stu.
*Gardner, D. H.	Univ. of Akron	Dean of Admin.
Gillen, Rev.Edw. B.	Canisius College	Dir.Stu. Personnel
Gillis, John	Purdue University	Grad. Counselor
Gluck, Joseph C.	West Va. Univ.	Dir. Student Affairs
Goldthorpe, J.Harold	Dept.Health,Educ.& Welfare	Spec. in Higher Educ.
Goodnight, S. H.	Univ. of Wisconsin	Dean (Emeritus)
Gordon, R. G.	Univ. So. Calif.	Counselor of Men
Guillory, James B.	Southwestern La. Insti.	Asst. Dean of Men
Guillory, Ellis R.	McNeese State College	Dean of Men
*Guthrie, William S.	Ohio State Univ.	Asst. to Vice Pres.
*Grammer, Frank A.	Newark College of Engr.	Dean of Students
Griffeth, Paul L.	Univ. of Iowa	Counselor to Men
Grip, Carl M.	Temple University	Dean of Men
Guthridge, Joe W.	Va. Polytechnic Inst.	Dir. Student Affairs
Gwin, John P.	Beloit College	Dean of Students
Hagerman, Gordon A.	Univ. of Akron	Dir.Stu. Personnel
Hale, Lester W.	Univ. of Florida	Dean of Men
*Hansford, R. L.	Univ. of Akron	Asst.Dir.Stu.Pers.
Harris, David L.	Ripon College	Dean of Men
Harris, Tom N.	Okla.A.& M. College	Asst.Dean of Men
Hayward, John C.	Bucknell Univ.	Dean of Stu. Affairs
Herring, Herbert J.	Duke University	Vice Pres.of Stu.Life
Hill, Albert S.	Washington College	Dean of Students
Hilliard, Robert J.	Kent State Univ.	Resident Counselor
*Hocutt, John E.	Univ. of Delaware	Dean of Students
Holdeman, W. Dean	Oberlin College	Dean of Men
*Hopkins, Robert S.,Jr.	Univ. of Massachusetts	Dean of Men
Horlacher, Amos B.	Dickinson College	Dean of Men
Huit, M. L.	State Univ. of Iowa	Dean of Students
Hulet, Richard E.	Illinois State Normal	Dean of Men
Hunkins, Maurel	Ohio University	Dean of Men
Isen, Leo	Bona Fide ReportingCo.	Reporter
Idzik, Daniel R.	U.S.Natl.Stu.Assoc.	Exec. Vice Pres.
Jackson, J. B.	Mary Wash.College of Univ. of Virginia	Visiting Prof.Math.
James, Robert C.	Univ. of Maryland	Assoc.Dean of Men
Jamison, William L.	Columbia Univ.	Grad. Student
Johnstone, Herbert G.	Univ. of California Medical Center	Dean of Students
Jones, W. Ramsay	Gettysburg College	Dean of Men
Kelley, Rev. Raymond	Univ. of Santa Clara	Vice-Pres.Stu. Aff.
*Kiendl, Arthur H.	Dartmouth College	Assoc.Dean of Coll.

Kilp, Alfred Joseph	Loyola University	Dean of Men
Kincaid, Blackie	Univ. of So. Carolina	Dir. of Housing
*King, Thomas	Michigan State Coll.	Dean of Students
*Knox, Carl W.	Miami University	Dean of Men
*Lawrence, David	Univ. of Louisville	Dean of Men
Leighton, Delmar	Harvard College	Dean of College
Linne, Alton, Jr.	Texas Tech. College	Dorm. Supervisor
Lippincott, William D'O	Princeton Univ.	Dean of Students
Lloyd, Wesley P.	Brigham Young Univ.	Dean of Students
Longnecker, Mayne	So. Methodist Univ.	Dean of Students
Lynette, C. F., S.J.	Spring Hill College	Dean of Students
McAuley, Ray R., S.J.	Marquette Univ.	Vice-Pres. Stu. Aff.
McCracken, Charles W.	Allegheny College	Dean of Students
McCracken, J.E.	Millsaps College	Dean of Students
McKean, John	Cornell Univ.	Grad. Resident
McKenzie, John F.	Boston Univ.	Dean of Men
McLeod, James C.	Northwestern Univ.	Dean of Students
McPadden, James	Catholic Univ.	Dean of Men
MacDonald, Gilbert G.	Northwestern Univ.	Dean of Freshmen
MacKay, Donald M.	Univ. of Virginia	Dir. of Housing
MacMinn, Paul	U.S. Office of Educa.	Dir. C.D. Educ. Proj.
Magill, Samuel H.	Univ. of No. Carolina	Dir. Stu. Activities
Marsh, J. Don	Wayne State Univ.	Dir. Stu. Activities
*Martin, Leslie L.	Univ. of Kentucky	Dean of Men
Matson, Robert E.	Ohio University	Grad. Student
*Matthews, Jack	Univ. of Missouri	Dean of Students
Meyn, Charles A.	Hobart College	Asst. to Dean
Middendorf, Henry Q.	Polytechnic Inst. Brooklyn	Dean of Men
Moore, Robert	Arkansas State College	Dean of Students
Moulton, Westcott E.S.	Brown University	Assoc. Dean of Stu.
Murray, Robert O., Jr.	Texas A. & M.	Counselor
Nemeschey, Robert B.	Wagner Lutheran College	Dean of Men
Nester, William R.	Univ. of Cincinnati	Asst. Dean of Men
Netherton, John P.	Univ. of Chicago	Assoc. Dean of Stu.
Nichols, Leonard O.	Northwestern St. Coll. of Louisiana	Asst. Dean of Men
Noland, James M.	State College of the Univ. of No. Carolina	President - Student Body
Norton, Stanley K.	Ill. State Normal Univ.	Asst. Dean of Men
Nowotny, Arno	Univ. of Texas	Dean of Stu. Life
Nygreen, Glen T.	Kent State Univ.	Dean of Men

O'Connell, William R.	Richmond Prof. Inst. Wm. & Mary	Asst. to the Provost
Oglesby, R. R.	Florida State Univ.	Dean of Students
Orwig, James P.	Berea College	Dean of Men
Overholt, Milton W.	Ohio State Univ.	Asst. Dean of Men
Patzer, Roland D.	Kent State Univ.	Asst. to the Dean
Peace, James S.	City College of N.Y.	Assoc. Dean Students
*Penney, James T.	Univ. of South Carolina	Dean of Men
Perry, Benjamin L., Jr.	Fla. A. & M. Univ.	Dean of Students
Perry, W. D.	Univ. of No. Carolina	Ch. Div. of Stu. Aff.
Pershing, John J.	Georgia Tech.	Assoc. D. of Students
Peters, George B.	Univ. of Pennsylvania	Dean of Men
Plews, Preston L.	Oberlin College	Asst. to Dean of Men
Plummer, Robert H.	Univ. of Michigan (Flint)	Dir. Stu. Affairs
*Price, Philip	Clarkson Coll. of Tech.	Dean of Students
Poteat, William H.	Univ. of No. Carolina	Member, Admin. Board of Student Affairs
Quinn, John F.	Univ. of Rhode Island	Dean of Men
Rambo, Vinton H.	State Teachers Coll. Shippensburg, Pa.	Dean of Men
Rankin, Donald F.	Ferris Institute	Dean of Students
Ratterman, P. H., S. J.	Xavier University	Dean of Men
Rawsthorne, John	Principia College	Dean of Men
*Rece, E. H.	Emory University	Dean of Students
Reppert, Jere Ann	Goucher College	Student
Roberts, O. D.	Purdue University	Dean of Men
Robinson, David W.	DePauw University	Asst. Dean of Students
Rollins, J. Leslie	Harvard Grad. School of Business	Asst. Dean
*Ross, Mylin H.	Ohio State University	Dean of Men
*Rule, John T.	Mass. Inst. of Tech.	Dean of Students
Shaffer, Robert H.	Indiana University	Dean of Students
Sifferd, Calvin S.	Univ. of Illinois	Asst. Dean of Stud.
*Simes, Frank J.	Penn State	Dean of Men
*Slifer, H. Seger	Chi Psi Fraternity	Secretary
Slonaker, Louis	Univ. of Arizona	Dean of Men
*Smith, Elden T.	Bowling Green State University	Dir. Student Life & Service
Smith, Hal R.	Florida State Univ.	Counselor
Smith, Jodie C.	Univ. of Oklahoma	Assoc. Dean of Stud.
Smith, J. Towner	Western Michigan Univ.	Dean of Men
*Somerville, Joe J.	Ohio Wesleyan Univ.	Dean of Men
Sorrells, Daniel J.	Central Michigan Coll.	Dean of Students

Spitz, George B.	Queens College	Assoc. Dean of Stud.
*Sprandel, W. B.	Albion College	Dean of Men
Stair, John W.	State Teachers Coll. Troy, Ala.	Dean of Students
*Stafford, E. E.	Univ. of Illinois	Dean of Men
Stalnaker, John M.	Natl. Merit Schol. Corp.	President
Stasek, Erwin D.	Southern Illinois University	Coordinator, Stud. Financial Assist.
*Stewart, H. E.	Wayne State Univ.	Dean of Students
*Stewart, James J.	No. Carolina St. Coll.	D. of Student Affairs
Stewart, John E.	University of Maine	Dean of Men
*Stone, Hurford E.	Univ. of California	Dean of Students
*Suttles, William M.	Georgia St. Col. of Business Adm.	Dean of Students
Switzer, J. R.	Mississippi Southern College	Dean of Student Welfare
Talley, Banks C.	No. Carolina St. Coll.	Assistant Dean
Thomas, Charles W.	Miami Univ. - Oxford, O.	Freshman Adviser
Thrift, Charles T., Jr.	Florida Southern Coll.	Vice President
Tooms, William E.	Drexel Inst. of Tech.	Dean of Men
Toepfer, Louis A.	Harvard Law School	Secretary
Trueblood, Dennis L.	Nat. Conf. Christians and Jews	Associate Director
Truitt, John W.	Mich. State Univ.	Dir. Men's Div. Stud. Affairs
*Trusler, V. T.	Kansas State Teachers	Dean of Men
*Tucker, Leslie H.	Bradley University	Dean of Students
Turner, Fred H.	Univ. of Illinois	Dean of Students
VanDerbur, Francis S.	Natl. Interfraternity Conference	Chairman
Venderbush, Kenneth R.	St. Lawrence Univ.	Dean of Men
*Wacker, Francis	Delta Sigma Phi Frat.	Exec. Director
Wangler, Rev. T. J.	DePaul University	Vice-Pres. Student Personnel Service
Wantman, M. J.	Univ. of Rochester	Assoc. Dean of Instr. and Stu. Serv.
Watts, N. B.	N. C. State College	Dir. Stu. Housing
Weir, John R.	Calif. Inst. of Tech.	Dean of Women
Williamson, J. E.	Univ. of Houston	Dean of Men
Winbigler, H. Donald	Stanford University	Dean of Students
Winters, Richard H.	Franklin & Marshall	Dean of Students
Wise, W. M.	Teachers College Columbia University	Prof. of Education
*Woodruff, Laurence C.	Univ. of Kansas	Dean of Students

Yanitelli, Victor R. (Rev.)	Fordham University	Director, Student Personnel
Yardley, William A.	Eastern Illinois State College	Dir. Student Activities
*Yoke, Robert S.	Genl. Motors Inst.	Head, Stu.Relations
*Young, Ralph A.	College of Wooster	Dean of Men
Zillman, Theodore W.	Univ. of Wisconsin	Dean of Men
Zinn, Bennie A.	A. & M. College of Texas	Head, Department Student Affairs

* - Denotes wives in attendance

APPENDIX C

SUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N.C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	C.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation -			No Meeting held
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Michigan	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner
34	1952	180	Colo. Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37	1955	230	Lafayette, Indiana	J.H. Stibbs	F.H. Turner
38	1956	201	Berkeley, Calif.	J.E. Hocutt	F.H. Turner
39	1957	231	Durham, N. Carolina	F.C. Baldwin	F.H. Turner

APPENDIX D

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS
 ROSTER OF MEMBERS - March 30, 1957

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Agricultural and Mechanical College of Texas	College Station, Texas	Robert B. Kamm, Dean of Student Pers. Services
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Administration
Alabama Polytechnic Institute	Auburn, Alabama	James E. Foy, Director of Student Affairs
Alabama, Univ. of	University, Alabama	Louis D. Corson, Dean of Men
Alaska, University of	College, Alaska	William R. Cashen, Dean of Students
Albion College	Albion, Michigan	W. B. Sprandel
Alfred University	Alfred, New York	Fred H. Gertz
Allegheny College	Meadville, Pa.	C. W. McCracken
Alma College	Alma, Michigan	
American International College	Springfield, Massachusetts	Charles R. Gadaire, Dean of Stu. Activities
American University	Washington, D. C.	Dir. of Stu. Relations
Anderson College and Theological Seminary	Anderson, Indiana	Adam W. Miller, Men's Counselor
Arizona State College	Tempe, Arizona	W. P. Shofstall
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Arkansas State College	State College, Ark.	Robert Moore
Arkansas, Univ. of	Fayetteville, Ark.	John Earl Shoemaker
		D. Whitney Halladay, Dean of Students
Augustana College	Sioux Falls, So. Dak.	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Ball State Teachers College	Muncie, Indiana	Howard G. Johnshoy, Dean of Stu. Affairs
Baylor University	Waco, Texas	Monroe S. Carroll, Provost
Beloit College	Beloit, Wisconsin	John P. Gwin, Dean of Students
Berea College	Berea, Kentucky	James P. Orwig
Boston College	Boston, Mass.	Francis B. McManus, S.J.
Boston University	Boston, Mass.	John F. McKenzie
		Verne C. Edmunds, Assistant Dean

Bowling Green State University	Bowling Green, Ohio	Elden T. Smith, Dir. of Stu. Life & Services
Bradley University	Peoria, Illinois	Leslie H. Tucker, Dean of Students
Brandeis University	Waltham, Mass.	Joseph F. Kauffman, Dir. of Stu. Administration
Brigham Young Univ.	Provo, Utah	Wesley P. Lloyd, Dean of Students
Brown University	Providence 12, Rhode Island	E. R. Durgin, Dean of Students
Bucknell University	Lewisburg, Pa.	John C. Hayward, Dean of Student Affairs
Butler University	Indianapolis, Ind.	Henry A. Johnson
California Institute of Technology	Pasadena, California	Paul C. Eaton, Dean of Students
California, Univ. of	Berkeley, Calif.	H.E. Stone, Dean of Students
California, Univ. of	Davis, Calif.	Lysle D. Leach, Dean of Students
California, Univ. of	Los Angeles, Calif.	Byron Atkinson, Assoc. Dean of Students
California, Univ. of	Riverside, Calif.	Thomas L. Broadbent, Dean of Students
California, Univ. of (Medical Center)	San Francisco, Calif.	Herbert G. Johnstone, Dean of Students
California, Univ. of (Santa Barbara College)	Goleta, Calif.	Lyle G. Reynolds
Calvin College	Grand Rapids 6, Mich.	Philip R. Lucasse
Canisius College	Buffalo, New York	Joseph T. Clark, S.J. Dir. of Student Personnel Services
Capital University	Columbus, Ohio	Earl Papke
Carleton College	Northfield, Minn.	Frank R. Kille, Dean of the College
Carnegie Institute of Technology	Pittsburgh 13, Pa.	Merrill E. Jarchow
Carroll College	Waukesha, Wisc.	Douglas Miner, Dir. of Personnel & Welfare
Carthage College	Carthage, Illinois	Sumner J. House
Case Institute of Technology	Cleveland, Ohio	LeRoy H. Giles, Dean of Students
Central Michigan College of Education	Mount Pleasant, Mich.	Thomas E. Baker, Assoc. Dean for Stu. Welfare
Chicago, Univ. of	Chicago 37, Illinois	Daniel J. Sorrells, Dean of Students
		Robert M. Strozier, Dean of Students

Chico State College	Chico, California	John L. Bergstresser, Dean of Students
Cincinnati, Univ. of	Cincinnati 21, Ohio	Robert W. Bishop
City College of N.Y.	New York, N.Y.	Daniel F. Brophy
Clarkson College of Technology	Potsdam, New York	Philip Price, Dean of Students
Coe College	Cedar Rapids, Iowa	Henry P. Bucher, Dean of Students
Colgate University	Hamilton, New York	Carl A. Kallgren
Colorado Agric. & Mech. College	Fort Collins, Colo.	Robert E. Bates, Dean of Students
Colorado College	Colorado Springs, Colo.	Juan Reid
Colorado School of Mines	Golden, Colorado	W. V. Burger, Dean of Students
Colorado, Univ. of	Boulder, Colorado	Clifford Houston, Dean of Students
Columbia University	New York 27, N.Y.	Henry G. Carlson
Concordia Teachers College	River Forest, Ill.	N. M. McKnight
Cooper Union, The	New York 3, New York	Carl Halter, Dean of Students
Cornell University	Ithaca, New York	Herbert F. Roemmele
		Frank C. Baldwin
Dartmouth College	Hanover, N. H.	Joseph L. McDonald
Delaware, Univ. of	Newark, Delaware	John E. Hocutt, Dean of Students
Denison University	Granville, Ohio	Mark W. Smith
Denver, Univ. of	Denver, Colorado	Daniel Feder, Dean of Students
DePaul University	64 East Lake Street Chicago, Illinois	T. J. Wangler, C.M., Vice President of Stu. Pers. Services
Detroit, Univ. of	Detroit 21, Mich.	Thomas A. Emmet, Asst. Dean of Students
Dickinson College	Carlisle, Pa.	Amos B. Horlacher
Doane College	Crete, Nebraska	John X. Jamrich, Dean of the College
Drake University	Des Moines 11, Iowa	Robert J. Kibbee, Dean of Students
Drexel Inst. of Tech.	Philadelphia, Pa.	William E. Toombs
Drury College	Springfield, Missouri	Edwin J. Stillings
Duke University	Durham, N. C.	Robert B. Cox
Duquesne University	Pittsburgh, Pa.	J. F. McNamara
East Texas State Teachers College	Commerce, Texas	J. W. Rollins
Eastern Illinois State College	Charleston, Illinois	Rudolph D. Anfinson, Dean of Students

Eastern Washington Coll. of Education	Cheney, Wash.	Daryl Hagie, Dean of Students
Emory University	Emory University, Ga.	E. H. Rece
Evansville College	Evansville, Indiana	Robert V. Thompson, Dean of Students
Fisk University	Nashville, Tennessee	William T. Green, Assoc. Dean of Men
Florida Agric. & Mech. Univ.	Tallahassee, Florida	B. L. Perry
Florida Southern Coll.	Lakeland, Florida	J. A. Battle, Dean of Stu
Florida State Univ.	Tallahassee, Florida	R. R. Oglesby, Dean of Students
Florida, Univ. of	Gainesville, Florida	R. C. Beaty, Dean of Students
Fordham University	New York 58, N.Y.	Victor R. Yanitelli, S.J., Dir. of Student Personnel Services
Franklin & Marshall College	Lancaster, Pa.	Richard H. Winters, Dean of Students
Fresno State College	Fresno 4, California	Forrest D. Brown, Dean of Students
General Motors Institute	Flint, Michigan	Robert S. Yoke, Head - Stu. Relations Staff
Georgetown University	Washington 7, D.C.	Joseph A. Rock, S.J. Dir. of Stu. Personnel
George Washington University	Washington, D. C.	Donald Faith, Dir. of Men's Activities
Georgia Institute of Technology	Atlanta, Georgia	George C. Griffin, Dean of Students
Georgia, Univ. of	Athens, Georgia	Joseph A. Williams, Dean of Students
Gettysburg College	Gettysburg, Pa.	William Tate
Grinnell College	Grinnell, Iowa	W. Ramsay Jones, Jr.
Grove City College	Grove City, Pa.	Harry A. Grace
		Robert D. McKay
Hanover College	Hanover, Indiana	Lee Copple
Harvard College	Cambridge, Mass.	Delmar Leighton, Dean of Students
Hastings College	Hastings, Nebraska	F. E. Weyer
Hawaii, Univ. of	Honolulu, Hawaii	Harold Bitner, Dean of Student Personnel
Henderson State Teachers College	Arkadelphia, Arkansas	Paul W. Cauffiel, Dean of Students
Hillsdale College	Hillsdale, Mich.	E. Robert Chable, Dir. of Student Personnel

Hiram College	Hiram, Ohio	(Dean of Men)
Houston, Univ. of	Houston, Texas	J. E. Williamson
Howard University	Washington, D. C.	A. J. Blackburn, Dean of Students
Idaho, College of	Caldwell, Idaho	S. Gene Odle, Dir. of Student Personnel
Idaho, Univ. of	Moscow, Idaho	Charles O. Decker, Dir. of Stu. Affairs
Illinois Institute of Technology	Chicago 16, Ill.	Clarence E. Deakins, Dean of Students
Ill. State Normal Univ.	Normal, Illinois	Richard E. Hulet
Illinois, University of	Urbana, Illinois	Fred H. Turner, Dean of Students
Illinois Wesleyan University	Bloomington, Ill.	Jack Horenberger, Adviser for Men
Indiana University	Bloomington, Ind.	Robert H. Shaffer, Dean of Students
Iowa State College	Ames, Iowa	Millard R. Kratochvil, Dir. of Stud. Pers. Ser.
Iowa, State Univ. of	Iowa City, Iowa	Marion L. Huit, Dean of Students
Kansas State College	Manhattan, Kansas	Herbert J. Wunderlich, Dean of Students
Kansas State Teachers College	Emporia, Kansas	Victor T. Trusler
Kansas State Teachers College	Pittsburg, Kansas	Eugene Dawson, Dean of Students
Kansas, Univ. of	Lawrence, Kansas	Laurence C. Woodruff, Dean of Students
Kent State University	Kent, Ohio	Glen T. Nygreen
Kentucky, Univ. of	Lexington 29, Ky.	Leslie L. Martin
Knox College	Galesburg, Ill.	W. Lyle Willhite, Dean of Students
Lafayette College	Easton, Pa.	Frank R. Hunt
Lake Forest College	Lake Forest, Ill.	Howard Hoogesteger
Lawrence College	Appleton, Wisconsin	Alexander R. Cameron, Dean of Students
		Edwin Schoenberger, Dean of Students, Inst. of Paper Chem.
Lehigh University	Bethlehem, Pa.	Wray H. Congdon, Dean of Students
Lewis & Clark College	Portland, Oregon	Vergil Fogdall, Dean of Students

Long Beach State College	Long Beach 15, Calif.	Francis J. Flynn, Dean of Students
Louisiana Polytechnic Institute	Ruston, Louisiana	S. X. Lewis
Louisiana State Univ.	Baton Rouge, La.	Arden O. French
Louisville, Univ. of	Louisville, Ky.	Dave Lawrence
Loyola University	New Orleans, La.	Robert L. Boggs, S.J.
Loyola University	Los Angeles, Calif.	Joseph T. Keane, S.J.
Maine, Univ. of	Orono, Maine	John E. Stewart
Maritime College	Fort Schuyler, New York, N.Y.	Arthur J. Spring, Dean of Students
Marquette University	Milwaukee, Wis.	R. R. McAuley, S.J., V.P. of Stu. Affairs
Marshall College	Huntingdon, W. Virginia	Harold Willey
Maryland, Univ. of	College Park, Md.	Geary Eppley, Dir. of Student Welfare
Mass. Institute of Technology	Cambridge, Mass.	John T. Rule, Dean of Students
Massachusetts, Univ. of	Amherst, Mass.	Robert S. Hopkins, Jr.
McNeese State College	Lake Charles, La.	Ellis Guillory
Mercer University	Macon, Ga.	Richard C. Burts, Jr.
Miami University	Oxford, Ohio	Carl W. Knox
Miami, Univ. of	Coral Gables, Fla.	Noble Hendrix, Dean of Students
Michigan College of Mining & Tech.	Houghton, Mich.	Ben E. David
Michigan State Univ.	East Lansing, Mich.	L. F. Duggan, Head of Students
Michigan, Univ. of	Ann Arbor, Mich.	Tom King, Dean of Stu.
Middlebury College	Middlebury, Vermont	James Lewis, V. Pres.
Millsaps College	Jackson, Miss.	W. B. Rea, Dean of Stu.
Minnesota, Univ. of	Minneapolis, Minn.	Harris E. Thurber, Acting Dean
Minnesota, Univ. of	Duluth 5, Minn.	J. E. McCracken, Dean of Students
Mississippi Southern College	Hattiesburg, Miss.	E. G. Williamson, Dean of Students
Mississippi, Univ. of	University, Miss.	C. W. Wood, Director
Missouri, Univ. of	Columbia, Missouri	J. R. Switzer, Dean of Student Welfare
Montana State College	Bozeman, Montana	Jack Matthews, Dean of Students
Montana State Univ.	Missoula, Montana	Val Glynn, Dean of Stu.
		Andrew Cogswell, Acting Dean of Students
		Clifton S. Jackson, Northern Mont. Coll., Havre, Mont.

Montclair State Teachers College	Montclair, N. Jersey	Earl C. Davis, Dir. of Student Personnel
Moravian College	Bethlehem, Pa.	Marlyn D. Rader
Muhlenberg College	Allentown, Pa.	Sherwood R. Mercer
Nebraska, Univ. of	Lincoln 8, Nebraska	J. P. Colbert, Dean of Student Affairs
Nebraska Wesleyan University	Lincoln, Nebraska	Clinton B. Gass
Nevada, University of	Reno, Nevada	William D. Carlson, Dean of Stu. Affairs
Newark College of Engineering	Newark 2, New Jersey	Frank A. Grammer
New Hampshire, University of	Durham, New Hampshire	Robb G. Gardiner
New Mexico High-lands Univ.	Las Vegas, New Mexico	Ray A. Farmer, Dean of Student Affairs
New Mexico State Coll. of Agric. & Mech. Arts	State College, New Mexico	Philip S. Ambrose, Dean of Students
New Mexico, Univ. of	Albuquerque, N. Mex.	Howard V. Mathany
New York University	New York, N.Y.	William Bush Baer, Dean of the Univ.
North Carolina State College	Raleigh, N. Car.	E. L. Cloyd, Dean of Students
North Carolina, University of	Chapel Hill, N.C.	Fred H. Weaver, Dean of Student Affairs
North Dakota Agric. College	Fargo, North Dakota	C. A. Sevrinson
North Dakota, Univ. of	Grand Forks, N. Dak.	Charles L. Lewis
Northeastern Univ.	Boston, Mass.	Harold W. Melvin, Dean of Students
Northern Ill. State Teachers Coll.	DeKalb, Ill.	Ernest E. Hanson
Northwestern State College	Natchitoches, La.	Dudley G. Fulton, Dir. of Student Relations
Northwestern Univ.	Evanston, Ill.	James C. McLeod, Dean of Students
Oberlin College	Oberlin, Ohio	W. Dean Holdeman
Ohio State University	Columbus, Ohio	Mylin H. Ross
Ohio University	Athens, Ohio	Maurel Hunkins
		Philip L. Peterson, Assoc. Dean
Ohio Wesleyan Univ.	Delaware, Ohio	J. J. Somerville
Oklahoma A. & M. Coll.	Stillwater, Okla.	J. N. Baker, Dean of Student Affairs
Oklahoma Baptist Univ.	Shawnee, Okla.	Donald G. Osborn

Oklahoma City Univ. Oklahoma, Univ. of	Oklahoma City, Okla Norman, Oklahoma	George H. Ryden Clifford J. Craven, Dean of Students
Omaha, Univ. of	Omaha, Nebraska	Jay B. MacGregor, Dean of Students
Oregon State College Oregon, Univ. of	Corvallis, Oregon Eugene, Oregon	Dan Poling Donald M. DuShane, Dean of Students
Ottawa, Univ. of	Ottawa, Canada	N. Ray Hawk Romeo Legault, O.M.I.
Pacific, Coll. of the Park College	Stockton 27, Calif. Parkville, Missouri	Edward S. Betz W. B. Dunseth, V.Pres. Harry J. Miller, Dean of Students
Pennsylvania State University	State College, Pa.	Frank J. Simes
Pennsylvania, Univ. of Pittsburgh, Univ. of Polytechnic Inst. of Brooklyn	Philadelphia, Pa. Pittsburgh, Pa. Brooklyn 2, N.Y.	George B. Peters Theodore W. Biddle Henry Q. Middendorf, Dean of Students
Polytechnic Inst. of Puerto Rico Pratt Institute	San German, Pureto Rico Brooklyn 5, N.Y.	Boyd B. Palmer
Princeton University Principia, The Puerto Rico, University of Purdue University	Princeton, N.J. Elsah, Illinois Mayaguez, Puerto Rico West Lafayette, Ind.	Joseph W. Crenshaw, Dean of Students William D'O. Lippincott John W. Rawsthorne Jose A. Franceschini, Dir. of Stu. Services Donald R. Mallett, Administrative Dean O. D. Roberts
Queens College	Flushing 67, N.Y.	George B. Spitz, Jr., Assoc. Dean of Stu.
Redlands, Univ. of Rensselaer Poly- technic Inst. Rhode Island, University of Rice Institute, The	Redlands, Calif. Troy, New York Kingston, Rhode Island Houston, Texas	Cliff Holmes Richard A. Waite, Jr. John F. Quinn
Ripon College Rochester, Univ. of Rollins College	Ripon, Wisconsin Rochester, N.Y. Winter Park, Fla.	Guy T. McBride, Dean of Students David L. Harris H. Pearce Atkins Joseph Justice, Acting Dean

Rutgers University	New Brunswick, New Jersey	Cornelius B. Boocock Edgar G. Curtin, Assoc. Dean
San Francisco State College	San Francisco 27, Calif.	Ferd Reddell, Dean of Students
San Francisco, Univ. of	San Francisco 17, Cal.	Francis A. Moore, S.J.
San Jose State College	San Jose, California	Stanley C. Benz, Dean of Students
Santa Clara, Univ. of	Santa Clara, Calif.	Robert Martin
St. John's University	Collegeville, Minn.	Raymond Kelley, S.J.
St. Lawrence Univ.	Canton, New York	Francis Studer, O.S.B.
St. Olaf College	Northfield, Minn.	George K. Brown
St. Peter's College	Jersey City, N.J.	Mark Alml
South Carolina, University of	Columbia, So. Car.	Gerard Fagan, S.J., Dir. of Stu. Personnel
South Dakota, Univ. of	Vermillion, So. Dak.	James T. Penney
Southeastern Louisiana College	Hammond, Louisiana	Howard Connors
Southern California, University of	Los Angeles, Calif.	L. E. Chandler, Dean of the Divn. of Student Life
Southern Ill. Univ.	Carbondale, Ill.	Clinton A. Neyman, Acting Dean of Stu.
Southern Methodist University	Dallas 5, Texas	I. Clark Davis
Southwestern College	Winfield, Kansas	Mayne Longnecker, Dean of Students
Southwestern Louisiana Inst.	Lafayette, La.	Donald L. Colburn, Counselor of Men
Springfield College	Springfield, Mass.	E. Glynn Abel
Spring Hill College	Spring Hill, Ala.	R. William Cheney
Stanford University	Stanford, Calif.	C. F. Lynette, S.J.
State Teachers Coll.	Mankato, Minn.	H. Donald Winbigler, Dean of Students
State Teachers College	Troy, Alabama	G. R. Schwartz, Dir. of Student Personnel
State University Teachers College	Buffalo, New York	John W. Stair, Dean of Students
State University Teachers College	Cortland, New York	Gordon J. Klopff, Dean of Students
State University Teachers College	Fredonia, New York	A. W. Baisler, Dean of Students
State University Teachers College	Geneseo, New York	Joseph F. Gould
		Gerald Saddlemire, Dean of Students

State University Teachers College	Oneonta, New York	Jack Kimball, Dean of Students
State University Teachers College	Oswego, New York	Norman E. Whitten
Stetson University, John B.	DeLand, Florida	George W. Hood
Stevens Institute of Technology	Hoboken, New Jersey	William J. Farrisee
Swarthmore College	Swarthmore, Pa.	William C. H. Prentice
Syracuse University	Syracuse 10, N.Y.	Frank Piskor, V.Pres.2
Taylor University	Upland, Indiana	Paul Uhlinger, Dean of Students
Temple University	Philadelphia, Pa.	John A. Brown, Jr., Dir. of Development
Tennessee, University	Knoxville, Tenn.	Carl M. Grip R.E. Dunford, Dean of Students
Texas College of Arts & Industries	Kingsville, Texasq	(Dean of Men)
Texas Tech. Coll.	Lubbock, Texas	James G. Allen
Texas, University of	Austin 12, Texas	Arno Nowotny, Dean of Student Life
Toledo, University of	Toledo 6, Ohio	Jack Holland Donald S. Parks, Personnel Director
Trinity College	Hartford, Connecticut	Joseph C. Clarke, Dean of Students
Tulane University	New Orleans, La.	John H. Stibbs, Dean of Students
Tulsa, University of	Tulsa 4, Oklahoma	Dan Wesley, Counselor to Men
Union College	Lincoln, Nebraska	M. S. Culver
Union College	Schenectady, New York	C. W. Huntley
Union University	Jackson, Tennessee	Walter H. Kruschwitz, Dir.of Resident Stu.
Upsala College	East Orange, N. J.	Harold S. Carlson, Dean of Students
Utah State Agricul- tural College	Logan, Utah	Ellvert H. Himes, Dean of Students
Utah, University of	Salt Lake City 1, Utah	W. W. Blaesser, Dean of Students
Valparaiso University	Valparaiso, Indiana	Luther P. Koepke
Vanderbilt University	Nashville, Tenn.	O.C. Carmichael, Jr., Dean of Students
		Albert S. Thompson, Chief of Counselors

Vermont, Univ.	Burlington, Vt.	Alan Coutts
Virginia Polytechnic Institute	Nashville, Tenn.	Joe W. Guthridge, Dir. of Student Affairs
Virginia, Univ. of	Charlottesville, Va.	B.F.D. Runk, Univ. Adviser to Students
Wagner Memorial Lutheran College	Grymes Hill, Staten Island, N.Y., N.Y.	Robert B. Nemeschy
Washburn Univ. of	Topeka, Kansas	Lester E. Smith, Dean of Students
Washington College	Chestertown, Md.	Albert S. Hill, Dean of Students
Washington and Lee University	Lexington, Va.	Frank J. Gilliam, Dean of Students
Washington, State College of	Pullman, Wash.	J. C. Clevenger, Dean of Students
Washington University	St. Louis, Missouri	Arno J. Haack, Dean of Students
Washington, University of	Seattle, Wash.	Donald K. Anderson, Dean of Students
Wayne University	Detroit 1, Mich.	Harold Stewart, Dean of Student Affairs
Western Michigan College of Education	Kalamazoo, Mich.	J. Towner Smith
Western Reserve Univ.	Cleveland, Ohio	R. A. Griffin, Dean of Students
West Virginia Univ.	Morgantown, W. Va.	Joseph C. Gluck, Dir. of Student Affairs
Wheaton College	Wheaton, Ill.	Arthur H. Volle, Dean of Students
Wichita, Univ. of	Wichita, Kansas	James K. Sours, Dir. of Student Services
William & Mary, College of	Williamsburg, Virginia	Joe Farrar
Wisconsin, University of	Madison 6, Wis.	Kenneth Little, V.Pres.
		Theodore W. Zillman
		Ben A. Sullivan, Dir. of Stu.Pers.Services
		Milwaukee, Wisconsin
Wittenberg, College	Springfield, Ohio	John N. Stauffer, Dean of Students
Wooster, College of	Wooster, Ohio	Ralph A. Young
Wyoming, Univ. of	Laramie, Wyoming	A. L. Keeney
Xavier University	Cincinnati, Ohio	P. H. Ratterman, S.J.

HONORARY MEMBER

H. Roe Bartle, 1023 Grand Avenue, Kansas City, Missouri

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A. D. Enyart, Rollins College, Winter Park, Florida

Floyd Field, 2865 Tupelo Street, S. E., Atlanta 3, Georgia

Scott H. Goodnight, 1649 Aloma Avenue, Winter Park, Florida (winter)
Land o'Lakes, Vilas County, Wisconsin (summer)

Garner E. Hubbell, 4635 Brynhurst, Los Angeles 43, California

J. B. Jackson, 1107 Prince Edward Street, Fredericksburg, Virginia

T. T. Jones, 1848 McDonald Road, Lexington, Kentucky

Ray E. Manchester, 208 North Lincoln Street, Kent, Ohio

Ray C. Pellett, Adrian College, Adrian, Michigan

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Flint, Michigan